

FAIRFIELD UNIVERSITY



1985 - 1986

GRADUATE PROGRAMS

COMMUNICATION

EDUCATION

FINANCIAL MANAGEMENT

THE JESUIT UNIVERSITY
OF SOUTHERN NEW ENGLAND

Applications and Information

For applications and additional information, please write or call the appropriate school:

The Graduate School of Corporate and Political Communication

Dean's Office

Faculty Office Building, Room 255

Fairfield University

Fairfield, CT 06430-7524

Telephone: (203) 254-4180.

School of Graduate and Continuing Education

Division of Graduate Studies

Canisius Hall, Room 9

Fairfield University

Fairfield, CT 06430-7524

Telephone: (203) 254-4000, ext. 2249.

School of Business

Committee on Graduate Admissions

Faculty Office Building, Room 251

Fairfield University

Fairfield, CT 06430-7524

Telephone: (203) 254-4070.

Fairfield University admits students of any sex, race, color, religion, national or ethnic origin, or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, or handicap in administration of its educational policies, admission policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

GRADUATE PROGRAMS



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FAIRFIELD
UNIVERSITY



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The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appro-

priate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a life-long process and sees the education which it provides as the foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

The University

Fairfield University, founded in 1942, became the 26th institution of *higher* learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus — the Jesuits — on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judeo-Christian values.

The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to religion, race, color, sex, national or ethnic origin, or handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

Fairfield University is comprised of the College of Arts and Sciences, the School of Business, the School of Nursing, the Graduate School of Corporate and Political Communication and the School of Graduate and Continuing Education.

Located in America's "academic corridor," — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters, cinemas and the performing arts; restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.

Because the University was founded only 40 years ago, all of its buildings are modern and well-suited to the needs of its students. Some of the more outstanding buildings are: the Bannow Science Center; the modern Campus Center; the Nyselius Library; the Recreational Complex; and the Faculty Office Building.



Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The State of Connecticut Department of Education has approved Fairfield University's education program for teacher certification at the secondary level and the graduate programs which lead to certification in specialized areas of education.

The School of Nursing has been accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

In October 1980 the State of Connecticut Department of Higher Education granted licensure for the Master of Science in Financial Management program. In February 1983 the State of Connecticut Department of Higher Education granted full accreditation for the Master of Science in Financial Management program.

The University holds memberships in the National Association of Independent Colleges and Universities, American Association for Higher Education, American Council on Education, Association of Jesuit Colleges and Universities, American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, New England Business and Economic Association.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records.

This catalogue pertains only to the graduate programs at Fairfield University. It will be useful as a source of continuing reference and should be saved by the student.

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.



General Information

Transcripts

Graduate transcript requests should be made in writing to the University Registrar's Office in Canisius Hall. There is a \$2 fee for each copy. Students should indicate the program and dates that they attended. In accordance with the general practices of colleges and universities, official transcripts with the University Seal are sent directly by the University. Requests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate Dean's office immediately after the withdrawal from class. (Fees are *not* refundable.) The request must be in writing and all refunds will be made based on the date notice is received and according to the following schedule:

| | Amount refundable |
|-------------------------------|-------------------|
| Before first scheduled class | 100% |
| Before second scheduled class | 90% |
| Before third scheduled class | 80% |
| Before fourth scheduled class | 60% |
| Before fifth scheduled class | 40% |
| Before sixth scheduled class | 20% |
| After sixth scheduled class | 0 |

Refund takes 4-6 weeks to process.

Withdrawal

Students who wish to withdraw from a single course, all courses, or the School must submit a written statement of their intention to the appropriate Dean. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade(s) being recorded for the course(s).

University Course Numbering System

Undergraduate

| | |
|---------|--|
| 01-99 | Introductory courses |
| 100-199 | Intermediate courses without prerequisites |
| 200-299 | Intermediate courses with prerequisites |
| 300-399 | Advanced courses (open to graduate students with permission) |

Graduate

| | |
|---------|---|
| 400-499 | Graduate courses (open to undergraduate students with permission) |
| 500-599 | Graduate courses |

Financial Aid

See information on scholarships under individual graduate programs in this catalogue.

Guaranteed Student Loans

Under this program, graduate students can borrow up to \$5,000 per year from a bank in their home state. Students with family incomes above \$30,000 per year must submit a needs test.

Generally no interest accrues on the loan while the student is in school and the principal is also deferred until after graduation, when an 8% simple interest charge begins to accumulate. Repayment may be extended over a maximum of 10 years.

Reimbursement by Employer

Many corporations, school systems and hospitals have a tuition remission plan for their employees. Students should check with their company about policies and procedures which apply to degree studies.

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and cost of travel, meals and lodging) undertaken to: (1) maintain or improve skills required in one's employment or other trade or business, or (2) meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file number at the time of registration. The University Registrar's office will complete and submit the certification form.

Library

The Nyselius Library contains more than 189,000 carefully selected bound volumes, 260,000 microforms and 1,500 journals and newspapers. A media resources department provides convenient use of audio-visual and other non-print materials. The reference department offers interlibrary loan and online bibliographic search services. The stacks are open to all students and there is study space, primarily at individual carrels, for more than 600 students at one time. For the convenience of the campus community, the library is open more than 100 hours a week except during vacation periods.

Because the library now has an automated circulation system, students must obtain barcode labels for their University I.D. cards at the circulation desk before they can borrow materials.

Campus Ministry

Participation in religious life at Fairfield University is a personal decision. Perhaps because participation is optional, Fairfield has a very active Campus Ministry program. There is a full-time staff of two Jesuit priests and a woman chaplain.

The ministry team fosters retreats and prayer services, presents seminars on religious and social concerns, and encourages social response and community involvement. All are invited to take part in Loyola Chapel celebrations. Campus Ministry provides a caring response to graduate students who seek spiritual direction and counseling.

Within 15 minutes of campus, there are houses of worship of many different faiths and denominations. If desired, students will be referred to one of them.

Housing

University residence hall facilities on campus are reserved for undergraduates. However, off-campus housing for graduate students can be arranged on an individual basis through the coordinator of off-campus housing, Loyola Hall.

Student Services

Graduate students are invited to participate in the non-academic facets of campus life. Many of the University's student services are available to students in the graduate schools on a fee-for-service basis.

The Campus Center

The Campus Center is the social focal point for all sectors of the University community. The Center is open weekdays and Sundays from 8 a.m. to midnight and Fridays and Saturdays from 8 a.m. to 1 a.m.

Included in the Campus Center facilities are: the bookstore (open Monday-Friday, 9 a.m. - 4:30 p.m., telephone 255-2324), game room, mail room (open Monday-Friday, 9:30 a.m. - 3:45 p.m.), ride boards, weekly activities bulletin, and the Stag-Her Inn (Snack Bar open Monday-Thursday, 8 a.m. - midnight; Friday, 8 a.m. - 1 a.m.; Saturday, noon - 1 a.m.; Sunday, noon - 11 p.m.). For more information, call the Campus Center information desk from 9 a.m. to 9 p.m., (203) 254-4000, ext. 2768.

Recreational Complex

One of the newest additions to the campus is the Recreational Complex. Included in this multi-purpose facility are a 25-meter swimming pool with three diving boards; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis, basketball and jogging; enclosed courts that can be used for handball and racquetball; two exercise rooms, one for men and one for women; a multi-purpose room that can be used for modern dance, slimnastics and exercising; two saunas and a whirlpool bath; a sunbathing deck; and locker rooms.

Graduate students are eligible to join during each semester they are enrolled upon presentation of a University identification card validated for the current semester. Membership fee information is available at the Recreational Complex. The office is open from 10 a.m. to 6 p.m. For complete information, call between 10 a.m. and 6 p.m. daily, (203) 254-4140.

Special Events

A continuous series of special events including exhibitions, lectures, films, dramatic and musical programs, and conferences is scheduled throughout the academic year. These events are open to all members of the University community, and most of them are free. For a complete calendar of events contact the Office of Special Events, (203) 254-4242.

Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open, and security officers are on patrol, 24 hours a day year-round. Violations of University regulations which require immediate attention should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from an outside telephone line, dial 255-2400; from an inside line, dial extension 2558. **In an emergency, dial 255-2400 or extension 2611.**

Parking

All vehicles *must* display a valid parking permit and park properly in the designated area. Parking permits may be obtained at Security, Room 2, Loyola Hall. Unauthorized vehicles in handicapped, fire lane or service vehicle spaces will be towed at the owner's expense. Handicapped vehicles must properly display an official State Handicapped permit. A pamphlet detailing traffic and parking regulations is available at Security.



GRADUATE SCHOOL OF CORPORATE and POLITICAL COMMUNICATION

Master of Arts in Communication

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Graduate School of Corporate and Political Communication

Calendar 1985-86

FALL SEMESTER 1985

| | |
|------------------------------|--|
| August 27 | Graduate Student Orientation (7-9 p.m.) |
| August 28 | Registration (walk-in) |
| August 30 | Registration deadline (by mail) |
| September 3 | Classes begin |
| September 12 | Deadline for approval of thesis proposal for January commencement |
| November 22 | Deadline for submission of approved thesis for January commencement |
| November 26-30 | Thanksgiving Recess |
| December 20-January 11 | Christmas Vacation |

SPRING SEMESTER 1986

| | |
|-------------------|--|
| January 6 | Registration (walk-in) |
| January 7 | Registration deadline (by mail) |
| January 13 | Classes begin |
| February 6 | Deadline for approval of thesis proposal for May commencement |
| February 17 | Presidents' Day holiday |
| March 10-15 | Spring Recess |
| March 25-29 | Easter Recess |
| April 18 | Deadline for submission of approved thesis for May commencement |
| May 10 | Last day of classes |
| May 18 | Commencement |

SUMMER SESSION 1986

Schedule and fees will be announced.

| | |
|--------------|---------------------------------|
| May 23 | Registration deadline (by mail) |
|--------------|---------------------------------|

A Message from the Dean



The Master of Arts degree in Communication has as its objective the integrated understanding of the theory and practice of communication. We believe the comprehensive interdisciplinary, humanistic nature of communication allows students to grow and prepare themselves in a unique way for their future in the human family. The thrust of the program is to study human communication in such various forms as: interpersonal, organizational, political, international and intercultural.

It has been estimated that by the year 2000 half of all working people in the United States will be employed in information-related occupations. To meet this challenge of the future we must have not only specialists and refined techniques, but also communicators who possess the breadth which comes from an integrated view of human communication.

We welcome your interest in our programs.

Edward J. Lynch, S.J.
Dean

The School

The Graduate School of Corporate and Political Communication, founded in 1966, focuses on the continuous concerns of today's society regarding the impact of modern communication. The primary objective of the program is to provide a generalist's understanding of the systems, the ethics, the modes, the meanings and the structures of human communication. The enrollment represents a variety of students. Many study full time. Often, companies and organizations sponsor part-time students; others include self-employed professionals and international students.

In a subject as fundamental as human communication, we are all learners. It is essential that all those involved share their knowledge, their expertise, research and personal reflections. We must also be open to one another's diverse opinions and viewpoints. If we are to succeed in our quest for understanding, students and faculty alike must participate actively in all classes, seminars and more informal interactions.

To be successful in this interdisciplinary milieu requires constant effort and alertness to build links between diverse courses, concepts, readings and experiences.

Degree Program

Master of Arts

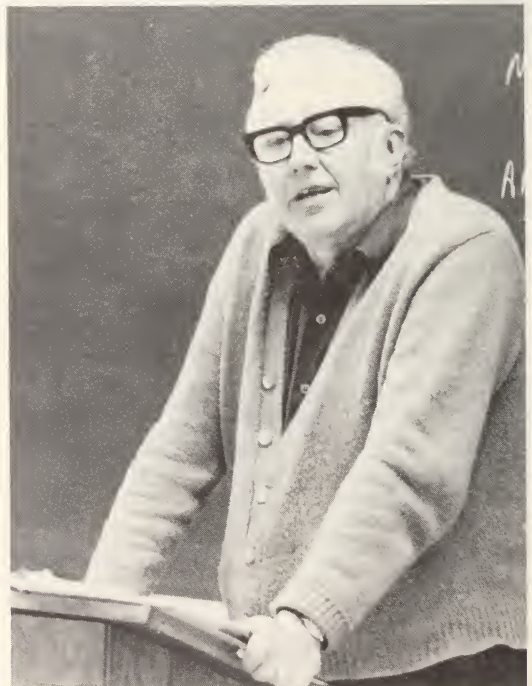
The Master of Arts In Communication degree is offered.

Goals and Objectives

The Master of Arts program in communication aims at a combination of generalist wisdom and professional competence. The orientation is humanistic. The program focuses socially on corporate-institutional and political-governmental forces molding human ecologies. The faculty stress the intellectual, moral and aesthetic development of the communicator and the media.

Graduates should have a sound understanding of communication theory and practice. They should be able to design, apply and evaluate communication strategies. Within the bounds of individual personalities and skills, graduates are able to enter a wide variety of professional positions. They are trained as broad communicators with a great potential for growth in chosen work-contexts.

The curriculum also provides the grounding necessary to pursue related doctoral studies.



Admission Procedures

Master of Arts Candidates

A baccalaureate degree from an accredited college or university is the initial prerequisite. Students from unrelated undergraduate concentrations may need additional courses for successful graduate study in communication.

Each applicant is evaluated on the basis of scholastic attainments, academic promise, nature of any work experience and seriousness of purpose. Extra consideration is given applicants with work experience in the field of communication.

An applicant whose undergraduate record is not entirely satisfactory may be admitted as a *probationary candidate*, if he or she otherwise qualifies on the basis of work experience, or presents other evidence of academic aptitude.

Students on probation earn normal candidacy after a review of their classroom performance by the Dean. A student must earn a B grade for each course taken during the probationary period. The school requires a student to take a minimum of two courses while on probation. A candidate may be dropped from the program unless a grade of at least B is attained during the probationary period.

- **Applications:** should be submitted as early as possible before the entry date preferred, September, January or May. A check or money order for \$25 must accompany all applications.

- **Nondiscriminatory Admission:** Fairfield University admits students of any race, color, religion, national or ethnic origin, or handicap. Fairfield University is in compliance with Title IX of the Education Amendments of 1972, and does not discriminate on the basis of sex.
- **Official Transcript(s):** It is the responsibility of the applicant to request that the applicant's previous university(ies) forward all undergraduate and any graduate school transcripts directly to the Graduate School of Corporate and Political Communication, Fairfield University.
- **Recommendations:** The names of at least three persons should be submitted who can comment on the ability of the applicant to perform graduate work.
- **GRE:** It is the responsibility of the applicant to take the Graduate Record Examination (GRE) early enough to ensure that the results will be available for the admission procedure.
(The GRE is normally required as an integral part of the admission procedure. If, however, other aspects of the applicant's record of achievements and recommendations are sufficiently compelling to the Admission Committee, the applicant may be allowed to enter class but must take the GRE within the first semester.)
- **TOEFL:** Applicants for whom English is not their first language must have their scores from the Test of English as a Foreign Language (TOEFL) sent to:
Admission Committee
Graduate School of Corporate and
Political Communication
Fairfield University
Fairfield, CT 06430-7524

Scores should not be more than two years old.
The School recommends a score of 550 for admission.

Tuition and Fees

for Fall and Spring Semesters

| | | |
|--|----|--------|
| Application Fee | \$ | 25.00 |
| Registration Fee per Semester | \$ | 15.00 |
| Tuition per credit hour | \$ | 185.00 |
| Commencement Fee (required of <i>all</i> degree recipients) | \$ | 50.00 |
| Continuing Registration when not taking courses (due at beginning of semester) | \$ | 15.00 |

Tuition and fees are payable at registration.

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary. A service charge of 1% on the unpaid balance may be made monthly on any balances remaining.

All checks are to be made payable to Fairfield University. Any unusual arrangements, e.g., company reimbursement, Veterans Administration payments, and government payments, must be made prior to registration.

Students must pay all tuition and fees on the day of registration, even if they are eligible for company reimbursement. The only exception will be if a student has a letter from a company stating that the company will pay Fairfield University directly for the course(s). Letters from companies stating that they will reimburse the student or the University upon satisfactory completion of the course cannot be accepted as a reason for deferring the payment of tuition and fees.

Foreign students who are admitted must make known to the University the source of their financial support for their University education. They will be expected to make payment of a full year's tuition, fees, and room and board before their certificate of eligibility (Form I-20A) is issued.

Students must pay a continuing registration fee of \$15 for each semester when courses are not being taken.

Student accident and health insurance coverage is available to full-time graduate students. For further insurance information, students should contact the Dean of Students, Loyola Hall, Room 100.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the University have been met.

For the tuition refund policy, see page 7.

Note: Tuition and fees for the Summer 1986 Session will be announced.



General Regulations and Information

The School Year

Three terms constitute the school year — Fall and Spring Semesters at 15 weeks and Summer Session at 10 weeks.

See Calendar (page 12) for specific dates.

Class Times

Classes meet both during the day and evening. A complete evening schedule enables professionally employed men and women to attend and earn an advanced degree. Such a schedule also allows the School to make optimum use of the many professional communicators who live in the Fairfield County area, some as guest lecturers and some as adjunct faculty members.

A schedule for the year is available through the Dean's office. The usual time for courses is:

Fall and Spring Semesters

Mornings (9 to 11 a.m. and 11:10 a.m. to 1:10 p.m.)

Evenings (6 to 8 p.m. and 8:10 to 10:10 p.m.)

Summer Session (only)

Evenings (6 to 9 p.m.)

All video courses are normally held on Saturdays (9 a.m. to 4 p.m.)

No distinction is made between day and evening courses — the course content and the instructor are the same. Some students may find it convenient to mix morning and evening courses to fit their personal schedules.

Course Loads

Students should begin by taking at least 6 credits and complete at least 15 within their first three semesters after beginning. (*Note that students taking 18 or more credits per year are eligible for health and accident insurance.*)

Maximum credit load per semester is set at 12. Any variations must have the Dean's prior written approval.

Grades

The work of each student is graded on the following basis:

- A Excellent
- B Good
- C Fair (lowest passing grade)
- F Fails
- I Incomplete

Plus or minus may be added to grades B and C. *Minus* may be added to grade A.

A student who elects to withdraw from a course must do so in writing to the Dean. Refunds will not be granted without a written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled. (See Refund of Tuition, page 7.)

Work Completion

Course assignments must be completed by the last day of class. Under special situations, the instructor may approve an extension up to 30 days. The student must request this extension in writing; the instructor will sign and return it to the student.

Under unusual circumstances, longer extensions may be granted by the Dean. The request must be in writing and will be signed by the Dean and returned to the student.

Records will show a course as incomplete (I) until the instructor files a grade-change form in the Dean's office. All incomplete grades will be changed automatically to failure (F — no credits) at the end of the semester following the granting of the extension.

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance.

Candidates for the master's degree must maintain a 3.0 average.

Probation

A student whose overall average falls below 3.0 in any semester is placed on probation for the following semester. If the overall average is again below 3.0 at the end of that semester, the student may be dropped from the School.

Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to enrolling at Fairfield.

No more than 6 credits may be transferred, and they must be appropriate to the student's present program. An official transcript of the work done must be received before a decision will be made on approving the transfer. *The student makes application for this transfer of credit on a form provided by the Dean's office.* No transfer of credit will be considered until 12 semester hours of the student's program have been completed at Fairfield University. Although no credits for C courses may be transferred toward a degree, courses in which C grades were earned may, at the discretion of the Dean, be used for waiving foundation courses.

Student Advising

During their initial semester, students seek out an appropriate faculty person as an advisor. Advisors will assist in curriculum design, thesis procedures, selection of thesis chairperson and any other academic matters. Any full- or part-time faculty member is eligible to be an advisor. Students may seek additional advice from any other faculty members.

Application to Graduate

It is the obligation of each student to complete the Application To Graduate at least 30 days prior to registration day for his or her final semester. This enables the Dean to report to the prospective graduate whether all academic requirements have been met and allows enough time for a student to register to complete any possibly overlooked requirement during that final semester.

Letter of Completion

If a student completes all requirements for Track A or B at any point in the year other than the usual graduation time, he or she may request that a Letter of Completion be issued. This letter will state that all requirements for the Master of Arts degree have been met and that the diploma will be presented at graduation exercises the following May.

This letter should satisfy most needs for employment solicitations, salary increase requirements, applications for entrance to other advanced degree programs or other purposes requiring proof of graduation. Letters of Completion will not be issued until all academic and financial obligations to the University have been met satisfactorily.

Requirements for Master's Degree

Introduction to Curriculum and Requirements

The faculty has designed an approach to the curriculum that faces realistically the equal needs of today's graduates. They need both a substantial theoretical background in communication and a series of practical courses that will be seen by potential employers as relevant to the practicing profession.

The curriculum consists of three components: Foundation courses, area courses, and either a Thesis or a Professional Development Plan. The School offers nine foundation courses, from which a student must select five. To specialize, a student must take a minimum of four courses from one Area of Specialization (Organizational/Corporate, Communication Media, or Intercultural/International). The student must elect two more courses (six credits), either within or outside his or her Area of Specialization. A student must choose either the Thesis or the Professional Development Plan upon completion of 24 credits.

Curriculum Track Options

(Track Option to be selected prior to completion of 24 credits. Each course is for three credits.)

Track A Curriculum

(Master of Arts with Thesis)

1. 33 credits of course work with at least a B average.
2. Completion of the three-credit Thesis Proposal Seminar.
3. Submission of an approved Thesis for six credits.
4. Completion of all work within three years after beginning course work.

Track B Curriculum

(Master of Arts with Professional Development Plan)

1. 33 credits of course work with at least a B average.
2. A Professional Development Plan, which consists of six credits in course work and a professional applications project for three credits, submitted for approval by the student to the faculty advisor and the Dean.
3. Completion of the Program within three years.



Course of Study

FOUNDATION COURSES — 5 required

All courses are for three credits.

Choose 5 courses from this list.

- CO 404 Visual Communication
- CO 405 Introduction to Linguistics and Semiotics
- CO 407 Psychology of Human Communication
- CO 416 Society and Human Communication
- CO 422 Politics of Human Communication
- CO 508 Ethics and Communication
- CO 548 Research Methods in Communication
- CO 560 Technology and Communication
- CO 569 Written Communication



Course of Study

AREA OF SPECIALIZATION COURSES

To specialize, a student must take a minimum of four courses from one Area of Specialization (Organizational/Corporate, Communication Media or International/Intercultural). The

student must elect two more courses (six credits), either within or outside the Area of Specialization.

ORGANIZATIONAL /CORPORATE

- CO 403 Creativity and Problem Solving
- CO 408 Interpersonal Communication
- CO 433 Advertising Principles
- CO 464 Professional Communication Skills
- CC 504 Human Attitudes — Development and Change
- CO 506 Public Opinion
- CO 507 Persuasion and Systematic Communication
- CO 511 Bureaucratic and Political Dynamics
- CO 512 Negotiation
- CO 520 Political/Governmental Communication
- CO 530 Organizational/Corporate Communication
- CO 531 Organization and Management Theory
- CO 534 Organizational Anthropology
- CO 547 Attitude and Public Opinion Laboratory
- CO 575 Writing for Organizations I
- CO 576 Writing for Organizations II
- CO 590 Contemporary Issues in Communication

INTERNATIONAL/INTERCULTURAL

- CO 414 Intercultural Communication
- CO 415 International Communication
- CO 513 Communication Patterns In a Global Society
- CO 553 Contemporary Dialogues
- CO 554 Communication and Culture
- CO 557 Area Seminar

COMMUNICATION MEDIA

- CO 421 Media Strategies in the Political Process
- CO 457 Masters of the Media
- CO 460 The Media
- CO 463 Cross-Media Analysis
- CO 509 Message Design
- CO 533 Advertising Trends and Practices
- CO 555 Communication Arts and the Cultural Profile
- CO 556 Sign, Symbol and Image
- CO 565 The Persuasive Film
- CO 566 Film Making
- CO 567 Black and White Photography
- CO 571 Writers Workshop: Non-Fiction
- CO 572 Writers Workshop: Fiction
- CO 573 Non-Fiction Writing: Book Length
- CO 574 Writing for the News Media
- CO 580 Video Production Techniques
- CO 581 Advanced Video Production
- CO 582 Writing for Private Network Video
- CO 583 Corporate Video
- CO 584 Professional Production Planning

RESEARCH SEMINAR

Required for Track A students after completion of at least 12 credits.

- CO 505 Thesis Proposal Seminar

Master's Thesis

Track A — 42 credits

A student choosing Track A must complete: 11 courses, the thesis proposal seminar and a thesis approved by the student's thesis committee and the Dean. A formal thesis proposal must be submitted and approved by the Proposal Review Board and the Dean before the student begins work on the thesis. The thesis proposal seminar is designed to help students prepare their proposals. Students must complete at least 12 credits before registering for the thesis proposal seminar. A student may submit a proposal for the thesis at any point after completing the seminar. Once the proposal is accepted, a student should register for six credits of thesis work.

A student following this track may wish to undertake a thesis directly relevant to the specialty chosen, thus adding further depth or broader scope to his or her professional portfolio.

Experience shows that candidates who complete their course work and leave the campus without an approved thesis tend not to complete their thesis and receive a degree. The prudent student completes the essential step of having the proposal approved and a committee assigned before completing all course work. The candidate is then free to complete the project anywhere in the world.

Candidates not registered for any credits must maintain their candidate status by paying a continuing registration fee (\$15) at the beginning of each semester until the thesis is successfully completed. There is, however, a three-year deadline for completing Track A.

The range of subject matter for these projects is as broad as the spectrum of human communication. Although the faculty must first approve a carefully planned Master's thesis proposal, they are willing to consider any reasonable subject and method of presentation. If well handled, almost any medium of human communication would be acceptable, for the faculty is as interested in how effectively the candidate communicates the message as in the content of the particular message.

The Professional Development Plan

Track B — 42 credits

A student choosing Track B must complete 11 courses and a Professional Development Plan approved by his or her faculty advisor and the Dean.

The Professional Development Plan consists of two additional courses and a professional application project (three credits) related to a student's professional goal. This option provides students an opportunity to pursue a work-related project.

Students pursuing this track may specialize to an even greater depth by taking Track B's required two courses also from the course selection list associated with their specialty, thereby accumulating six courses in a specialty.

Course Descriptions

CO 403 Creativity and Problem Solving (Cheney)

Course's goal is to make one a more effective communicator through the more effective exercise of the inherent capacity to create. Course develops an attitude of self-confidence in one's ability to be deliberately creative. Creative guests interviewed by class to develop a "creative personality profile." Creative problem-solving techniques, e.g., Syntectics, Lateral Thinking, Soft Logic, as practiced by government and industry are discussed and then applied to problems during several class sessions. A major project required.

CO 404 Visual Communication: An Exploration of Selected Visual Languages (Harding)

This course will explore the processes of visual communication in order to develop an understanding of the components of visual communication and the skills necessary to interpret intelligently the abundance of visual messages to which we are exposed in our daily lives. Particular attention will be paid to the languages of film, television, photography and illustration as presented in advertising, photojournalism, television programming and non-theatrical and theatrical film.

CO 405 Introduction to Linguistics and Semiotics (Nedela)

The purpose of the course is to provide an overview of linguistics and semiotics, two scientific disciplines dealing with the very essence of human communication — transfer of meaning through symbols. Emphasis will be on concepts and theories which have made a contribution to a better understanding of the communication process.

CO 407 Psychology of Human Communication (Keenan)

A graduate seminar focusing on the individual and the small group and the insights provided by psychology concerning the communicative act. Views communication as the *product* as well as the *producer* of experiences as well as part of the *process* of experience. Attending to communicating as a psycho-physical experience, includes review of historical and current constructs concerning both the psychology and physiology of communicating, developmental and comparative approaches.

CO 408 Interpersonal Communication (Keenan)

A skills-oriented seminar developing the axioms, dynamics and uses for interpersonal communication in various settings: family, small group, organizational and therapeutic. Organized around three themes: the communication dimensions of the interpersonal act (contents, languages, styles, etc.); communicating through the life span (life-stage approaches); and strategies for changing interpersonal communication (e.g., leadership, psychodrama, personal growth, grid approaches). Seminar format requires student to develop specific, action-oriented awareness, approaches and skills illustrating interpersonal communication competencies.

CO 414 Intercultural Communication (Nedela)

Problems of communication between people of different cultural or subcultural backgrounds. Emphasis will be on ways and skills enabling proper transfer of meaning in situations where differences in perception, thinking and language can become major causes of misunderstanding. Participants will present case studies based on their practical communication experience.

CO 415 International Communication
(Nedela)

How do nations, governments and organizations perceive each other, and how do they communicate with each other? The course deals with modes of international communication and types of messages and symbolic gestures exchanged through personal encounters, conferences, organizations — both governmental and non-governmental — and through mass media systems. A special seminar session will be devoted to a simulation of international conference negotiation.

CO 416 Society and Human Communication
(Nedela)

The course deals with communication as a social process and focuses on the effects of communication technologies, together with messages and images, on society. These effects — ranging from changes in cognition, democratization of information to conformity, alienation and protest — are discussed in the context of past and present research findings.

**CO 421 Media Strategies In the Political Process** (Schmotzer)

In a seminar-like setting, course deals with the interactions between the media and the American political system, including political socialization. It focuses on the impact of television in U.S. society, an impact "almost beyond measure." Course also inquires into the process by which the media themselves are reflective of and molded by that system. It also examines the government's efforts to manipulate and control this interaction (e.g., through "unofficial leaks").

CO 422 Politics of Human Communication
(Schmotzer)

Communication as an act of control, communication in terms of power perspectives — of influence and the influential, of who gets what, when and how. The course also deals with the related concepts of authority, leadership, decision making, the threat of violence and the communication processes they generate. This has an individual dimension — how to acquire, use effectively and maximize power in personal communication. It also has an organizational and governmental dimension — the communication dynamics of bias, conflict, dominance and submission, grass root activism, the language of politics, terrorism and the abuses of political communication.

CO 425 The Media and the Law (McFarland)

The following ideas are analyzed and reviewed in certain recent, landmark, important court decisions: Examination of legal media issues. Prior restraint. Government media interaction and tensions analyzed. The Pentagon Papers. First Amendment. The reporter's privilege. Search and seizure, Publicity before and during a trial; gag rules; cameras and microphones in the courtroom. Freedom of Information Act; the reporter's access to news scenes. Defamation: libel and slander. Obscenity and pornography. Regulating broadcasting. Equal opportunity rule and the fairness doctrine. Regulating advertising.

CO 433 Advertising Principles (*Siegel*)

A comprehensive review of: Advertising agency fundamentals, structure, organization and operations, staffing and client relationships; media overview and use; creative planning and execution; market research and testing; ethical considerations; new business.

CO 457 Masters of the Media (*Nedela*)

The purpose of the course is to present and review examples of excellence achieved in journalism, documentary films, graphic arts, political oratory, radio and television broadcasts, and advertisements during the past 50 years. Presentations will be accompanied by brief introductory lectures sketching the historical, political and cultural contexts in which these masterpieces of mass communication were created. Papers and presentations by students will focus on professional, aesthetic and ethical standards in mass media.

CO 460 The Media (*Crane*)

Survey and analysis of the origins, development and interrelation of mass media from Gutenberg to McLuhan and beyond. Theoretical emphasis will be upon the man/machine interface. Analysis will be focused upon contemporary media output.

CO 463 Cross-Media Analysis (*Crane*)

An examination of the persuasive extensions of man from free verse to pay TV. Through comparative analysis, the dominant persuasive characteristics of each medium will be ascertained. By observing the metamorphosis of the same message in different media, the class should develop analytical skill as well as an understanding of how material is prepared for various media.

CO 464 Professional Communication Skills (*Kealey*)

The primary purpose of this course is to raise to professional levels the student's skills of writing, speech preparation and the effective public presentation of ideas — skills useful in other courses and in work situations. There are workshops for practice, video playback diagnostic sessions for self-criticism and faculty counseling on special problems.

CO 504 Human Attitudes — Development and Change (*Keenan*)

An in-depth inquiry into the nature and dynamics of human attitudes and their bases in human communication. This seminar involves the modeling of human performance and communication and the understanding of the psychological and physiological aspects of human attitudes as well as the modern theories of human attitudes: dissonance, instrumentality, balance, persuasion, functionality, social-judgment. Includes also a review of the major approaches to measuring human attitudes: physiological, paper-and-pencil, kinesic, proxemic, interviews and surveys. Student projects in the content, language, structure, style and immediacy dimensions of the influential act and communication.

CO 505 Thesis Proposal Seminar (*Hoban*)

This course examines the principles and methods of scholarly inquiry. Students formulate research problems and develop research proposals. The class discusses methods of observation, identification of appropriate sources, techniques for data collection, analysis and interpretation. It also considers the common and unique features of philosophical, aesthetic inquiry, historical methods, descriptive and experimental research.

CO 506 Public Opinion (Nedela)

An inquiry into the nature, formation and role of public opinion in modern society. Examination of past and present theories, analysis of factors influencing public opinion, particularly the effects of mass media of communication. Explanation of procedures and techniques used in opinion polls.

CO 507 Persuasion and Systematic Communication (Crane)

An intensive inquiry, by means of lecture/seminar, into the nature of human persuasion. Following a review of traditional and contemporary thought on persuasion, case studies will be selected by students to serve as real context for the principles adduced.

CO 508 Ethics and Communication

A lecture/seminar course including an overview of the national development of ethics from ancient to contemporary thought. While the overview will be comprehensive, emphasis will be upon those ethical systems fundamental to our society. Students will present current ethical issues in the environment of a pluralistic democratic society.

CO 509 Message Design (McFarland)

Examines formative research, as developed for "Sesame Street," for the American Heart Association and others. Close collaboration between the producer and the researcher. How do you say what to whom? Audience profile. What is it? By whom? Needs assessment. Needs and problems. Writing behavioral objectives. Goals. What effects? On whom? Means? Rank in order of importance. Sample messages. Pretesting and modifying drafts. Message designers. Planning, distribution, monitoring. Feedback on attention, comprehension and utilization.

CO 511 Bureaucratic and Political Dynamics (Schmotzer)

Can the study of human communication help us to orient ourselves in and cope with a world of exponential change and complexity? Human communication is never completely random, nor is it ever under the full control of the participants. It cannot be adequately explained by personalistic, psychological considerations; situational factors are equally, if not more, important.

This course stresses a socio-political approach and uses it to focus on the processes of management, organization, productivity, motivation, achievement and personal satisfaction both along theoretical and practical lines. Underlying this approach is the recognition of the typically modern development by which public communication tends to overwhelm private communication and the "search for advantage" rises to become the driving principle of human interactions. The increasingly pervasive impact of bureaucratic behavior on all communications, pressure politics, the art of lobbying and the socio-political effects of computer technology will be discussed.

CO 512 Negotiation (Schmotzer)

The role of negotiation and bargaining in human communication: an analysis of the processes and models of negotiation in interpersonal, corporate and political bargaining. Deals with theoretical principles involved in this complex form of human interaction and with practical procedures learned from labor negotiations, diplomatic relations and police experience with hostage-dominated confrontations.

CO 513 Communication Patterns in a Global Society (McFarland)

Different countries adopt different patterns for their communication industries. These patterns reflect in part the reaction of internal forces to global pressures. The course will examine these different patterns and the internal and external forces that mold them. Considered will be: political, historical, economic, cultural, traditional, religious and developmental needs and drives which shape communication policy, media and practice.

**CO 520 Political/Governmental
Communication** (*Cahalan*)

The interior workings of the complex political-governmental-citizen communication processes are examined, analyzed and re-synthesized, utilizing actual cases derived from local, state, national and international experience. Theories of communication are compared and contrasted with the actualities of political campaigns and the plus-minus relationships between political-governmental persons and their "publics." Subjects covered include the nature of political power and the means used in acquiring it; strategies and tactics of persuasion in the political-governmental context; political pressure, influence, lobbying, corruption; methods of determining citizen attitudes in various societal groupings; dealing with political conflict; "inside" the campaign organization and running for public office.

**CO 530 Organizational/Corporate
Communication** (*Keenan*)

A seminar covering broad aspects and the state-of-the-art in organizational communication across varied settings. Includes reviews of: operating definitions and concepts of communication within and external to organizations; organizational philosophies and guidelines for relating communication to goals; internal and external systems for managing communication; staffing and management patterns; relationships among organizational functions for communicating internally and externally; research issues, needs and current developments. Students develop and conduct two or three seminars jointly with participants from various kinds of organizations.

**CO 531 Organization and Management
Theory** (*Gerbereux*)

An examination of current organization theory and practice; the appropriateness of different forms of organization structure for different strategies, industries and other organizations; the types of management required to implement different forms of organization; and the communication requirements made necessary by particular combinations of strategy and culture.



**CO 532 Public Relations
Trends and Practices (Cahalan)**

Examination of current trends in corporate and political relations with constituents, employees, communities, shareholders, customers and other groups which affect institutions. Course includes case studies, lectures and student participation. Emphasis is placed on why public relations programs often *fail* and what can be done to improve them.

**CO 533 Advertising
Trends and Practices (Rocco)**

A comprehensive review of: marketing, communication planning; advertising's creativity and its execution; market research; and ethical considerations in television advertising. Students acquire practical experience by evaluating current print advertising and television production practices.

**CO 534 Organizational Anthropology —
Explorations in the Culture of
Organizations (Keenan)**

Advanced seminar includes developing descriptions and taxonomies of organizations as cultures; sub-cultures and inter-cultures; value systems and life-styles; cultural dynamics and histories. Includes also the development of practicable research and development strategies and methods. Requires field work in organizations and the preparation of group studies and reports.

CO 545 Models and Measurement (Keenan)

An introduction to the needs, opportunities and methods for measuring phenomena in and about human communication. Reflects on basic and applied inquiry in the areas of public relations, advertising, mass media, persuasion, interpersonal, intercultural and information systems. Includes the systematic overview of the objectives, design and process of inquiry, variables and measures in communication, measuring instruments, problems of sampling and the statistical analysis of data.

**CO 547 Attitude and Public Opinion
Laboratory (Keenan/Nedela)**

A practicum in the measurement of human attitudes and public opinion with an emphasis upon faculty-student surveys and other measurement practices and techniques. Assumes interest and familiarity with concepts in the communication of attitudes and opinion but does not require expertise or prior coursework in survey or other measurement techniques.

**CO 548 Research Methods in
Communication (Denzel)**

An examination of the various techniques involved in accomplishing basic research in the area of communication. In addition to an introduction to the fundamentals of statistical analysis the course will cover research design and procedures, sampling, questionnaire data, polling, results analysis and some of the actual considerations underlying each of these activities. Students will also be provided a number of opportunities for "hands-on" experiences with personal computers in performing analysis with sampling data.

CO 553 Contemporary Dialogues (Nedela)

Individuals, groups and institutions constantly react to a barrage of communication through which ideologies, ideas, true and false images, information and misinformation about society and the world compete to affect perceptions and behavior.

Through lectures, discussions, film showings, reading of novels and looking at works of art, the course will review some key problems involved in the contemporary government-public, business-public, business-government, East-West and North-South dialogues. Manipulative communication will be one of those problems.

CO 554 Communication and Culture
(Nedela)

The course deals with concepts of culture, cultural change and the role of values, perceptions, thought patterns and language in communication. Also reviewed is the function of mass media as conveyors of cultural patterns and the effects of cultural differences on tensions and conflicts within our society and the world as a whole.

CO 555 Communication Arts and the Cultural Profile (Kerensky)

Examination of various aspects of contemporary communication arts (plays, novels, movies, humor, music, dance, television, museums, etc.) as they develop/articulate a cultural profile for the individual and society. Emphasis is on widely disseminated forms perceived as entertainment. Trends in various fields and their effects on human sensibilities, choices, goals and the imaging of reality form the subjects of individual or small group explorations. Professionals from the various arts join the sessions.

CO 556 Sign, Symbol and Image

An investigation into signification in human communication. The analysis and appraisal of signs, symbols and images generated in audio, visual and lingual environments.

CO 558 Independent Studies (Faculty)

Students may pursue up to six credits of independent studies in areas in which no formal course is offered; in-depth study of some aspect of a course previously taken; construction of a relevant communication artifact; foreign study; or an experimental, case or survey research project. The tuition for these credits is the same as the tuition rate for regular courses. (Application forms available in the Dean's office.)

CO 559 Internship (Faculty)

An internship is a defined project or learning agreement which the student completes in a work environment. Cooperating organizations establish these programs in conjunction with the School. Sponsoring organizations include corporations, newspapers, hospitals, charitable organizations and professional societies. Guidelines are available in the Dean's office.



CO 560 Technology and Communication

Modern communication technologies and their effects on human communication. How satellites, cable, fibre optics, videocassettes, computers, videotexts, etc., interface with people and become extensions of humans in space and time. A discussion, in lay terms, of the hardware and software of the modern means of communication.

CO 565 The Persuasive Film (Harding)

This course is designed to develop in participants an historical perspective and increasing sophistication in the ability to analyze and interpret the message of persuasive films. The class will view and discuss films relative to ideological, persuasive and/or propagandistic content dealing with the following and additional subject areas: war, peace, affluence, poverty, ecology, developing countries, urban problems, population, education and government.

CO 566 Film Making (Harding)

This course deals with the fundamentals of film making by making films. The practice of viewing films in process attunes the film maker to a variety of problems and situations such as locating the most effective shots, exploring the pace of editing and arrangement of sequences, matching light and color, producing appropriate sound tracks. This course asks, "What am I trying to say?" The emphasis is upon the answer to that question — not upon the camera's operation.

CO 567 Black and White Photography (Harding)

This is a course on using the still camera creatively for effective communication. The emphasis is always upon, "What are you trying to express with this print?" A study in the techniques and the art of exposing black and white negatives, it also includes the art of printing in the darkroom, mounting and exhibiting prints. An exploration of the art of seeing. Both the beginner and the more advanced student will find the course beneficial.

CO 569 Written Communication (Cheney)

The purpose of this course is to prepare students to think and write cogently in their communication courses in their other pursuits where clarity of thought and expression are required. This course builds a foundation of understanding about the central significance of language in human communication. Beyond that, the course will lay a foundation of skill for writing expressions that are clear, graceful, effective. Short writings are required each week plus several major pieces.

CO 571 Writers Workshop: Non-fiction (Cheney)

Research and writing non-fiction feature articles, books and profiles for corporate and other publications. Course will stress the use of techniques traditionally seen as applicable only to fiction, e.g., imagery, rhythm, metaphor, tone, dialogue. Models for this modern prose style will be Loren Eiseley, E.B. White, James Michener and John McPhee. Course emphasizes the art of revision.

CO 572 Writers Workshop: Fiction (Cheney)

Course emphasizes choosing the right words: right for emphasis, right for accuracy, right for rhythm, right for beauty. The short story serves as the vehicle for practice at writing, rewriting, revising and editing. Most of the techniques taught are also applicable to writing today's non-fiction.

CO 573 Non-Fiction Writing: Book Length (Cheney)

This course emphasizes longer pieces of non-fiction, typically book length; research-based textbooks, biographies of people and organizations, non-fiction novels, curriculum-related books for schools and colleges, and special knowledge books. The student will write a professional book outline and a sample chapter as the principal project for the course.

CO 574 Writing for the News Media (*Kline*)

A practical course in how to research, interview, organize facts and write news and feature stories, with an emphasis on the print media. Instruction will include writing for newspapers, the trade press, radio and television. Students will be given advanced instruction in how to define news and features, how to develop the technique of writing and editing professional copy. Sessions will include weekly writing assignments in all of the media as well as individual writing projects for the course.

CO 575 Writing for Organizations I (*Morgan*)

Emphasizes the smaller pieces of writing and projects done on a daily basis by writers in organizations. Students source, interview and write for executive letters, house organs, brochures, customer newsletters, press releases, business conferences and other projects from both an in-house and free-lance perspective.

CO 576 Writing for Organizations II

Emphasizes major writing projects for organizations such as executive speech writing, annual reports, background papers, press conferences, corporate magazines, video productions and corporate or political image building. Students in teams create an annual report or similar editorial project. The course also treats the skills necessary to advance individual contributions in an in-house or free-lance setting.

CO 580 Video Production Techniques (*Abel*)

A beginning course designed to help develop practical and effective communication skills using non-broadcast, portable video equipment. Participants learn by doing. Although emphasis is on using creative professional techniques to improve low-budget program quality, these same techniques apply equally to all video tape recording situations.

CO 581 Advanced Video Production (*Abel*)

Purpose of this course is to learn more advanced video production techniques and to make the standard techniques almost second nature.

CO 582 Writing for Private Network Video

The planning and preparation of scripts typically required by corporate and other private network systems: training tapes, public relations tapes, commercials, public service announcements.

CO 583 Corporate Video (*Darby*)

Production of one or more tapes typically required for corporate use: a training module; a new product demonstration; a sales promotion; a senior executive's public address; an employee orientation production; a program to accompany a contract proposal. Good and poor examples of corporate production are viewed and critiqued by the class, which will then attempt to produce a better version(s) of those critiqued.

CO 584 Professional Production Planning

Students are placed in various corporate video facilities as production consultants, responsible for taking the client's communication problem through the research and development stages, and then for applying thorough budget, scripting and production techniques acquired in previous courses.

Special attention is given to working within a corporate environment, developing client relationships and making formal written and oral presentations of a packaged proposal to the client. Proposals may include, in addition to the video solution, other audio-visual and print media support.

CO 590 Contemporary Issues in Communication (*Lynch*)

A seminar exploring important and timely issues in communication. It features leaders in the field discussing a variety of topics. Issues will change each semester. Students will be responsible for a research paper and for developing discussion guides for each of the term's topics.

Faculty

Ray Abel, Adjunct Professor

B.A., M.A., State University of Iowa. Free-lance Television Producer-Director-Consultant; Lecturer in Video Certificate Program. Previously: Instructor, Michigan State College and City College of New York; Staff Producer-Director, ABC-TV; Free-lance Commercial Producer-Director, NBC-TV; Staff Producer-Director, CBS-TV; Executive Producer, Video-record Corporation of America.

Joseph Cahalan, Adjunct Professor

B.A., Fordham; Ph.D., New York University. Management Communications Manager, Xerox Corporation. Previously: Public Relations staff, Port Authority of New York and New Jersey; Deputy Chief of Public Information, U.S. Army, Vietnam; Manager of Public Relations, Xerox Education Group.

Theodore A. Rees Cheney, Assistant Professor

B.A., M.A., Boston University; M.A., Fairfield University. Previously: Research Associate and Assistant Professor, Cornell University; President, Geotechnics and Resources, Inc.; Senior Scientist, Dunlap and Associates. Video scriptwriter and book author, including *Day of Fate* (novel) and *Getting the Words Right: How to Revise, Edit and Rewrite*. Member of The Authors Guild.

George W. Crane, Assistant Professor

B.A., Catholic University; M.A., Fairfield University. Consultant on Advertising and Executive Education. Previously: Creative Group Head, J. Walter Thompson Co.; Vice President and Creative Director, Fred Wittner Advertising.

Keith Darby, Adjunct Professor

Video Production Specialist, GTE Headquarters, Stamford. Previously: Production Manager, BBC, London; Head of Production, WGTE, Toledo; Production Administrator, WTTW, Chicago; and Operations Manager, Satellite Technology Demonstration, Denver.

Kenneth Denzel, Adjunct Professor

B.A., Brown University; M.B.A., Wharton School, University of Pennsylvania. Principal, Micro Resources, a consulting firm specializing in computer applications. Previously: management and research experience with Sikorsky Aircraft, Bell Helicopter and General Electric; professor at University of Dallas.

Jerome W. Gerbereux, Adjunct Professor

B.S., Wharton School, University of Pennsylvania. Consultant-Management Manpower, Executive Manpower Staff, General Electric Headquarters. Previously: a number of executive positions concerned with organization and manpower within General Electric Company.

Bruce E. Harding, Adjunct Professor

B.S., M.S., Boston University. Director, International Program, College of Human Ecology, Cornell University. Coordinator, Study Abroad, Denmark's International Studies at University of Copenhagen. Previously: Senior Producer-Director Educational Television, Cornell University; Research Scientific Photography, Massachusetts Institute of Technology; Assistant Director, Division of Audio-Visual Education, Graduate School of Business Administration, Harvard University; Consultant in Communication, the Government of India, The Ford Foundation — India; Associate Director of Film Commission, National Council of Churches.

Mary Frances A. Hoban, Assistant Dean
B.A., Molloy College; M.A., Fordham University; Ph.D., New York University.

Kevin M. Kealey, Adjunct Professor
B.A., Fairfield University; M.A., University of Vermont. Corporate Training Manager Arnold/Oroweat. Previously: Assistant News Director, WLAD Radio; Projects Manager of Multimedia Productions, Communication Skills Corporation; Media Specialist, Hilti Systems.



James J. Keenan, Professor
A.B., Manhattan College; M.A., Fordham University; Ph.D., Columbia University. Previously: Research Director, Office of Naval Research Training Studies; Research Program Director, Institute for Research in Human Relations; Managing Scientist, Dunlap and Associates, Inc.; private practice and consultancies in the design, development and evaluation of systems, programs, products and personnel.

Oleg Kerensky, Adjunct Professor
Scholar, Christ Church College; M.A., Oxford University. Free-lance writer and critic: *New York Times*; *New York Magazine*. New York correspondent for *The Stage* (English). Managing Editor, *American Stage Magazine*. Contributor: *London Times*, *Jewish Chronicle*, *Now Magazine*. Free-lance ballet, film and theatre critic: *International Herald Tribune*, *Daily Mail*, *New Statesman*, *The Times*, *Manchester Guardian*, *Financial Time*. Previously: news copy editor, diplomatic correspondent; broadcaster B.B.C., London. Author of: *The New British Drama*, *Anna Pavlova*, *The World of Ballet*. Honors: British Critics Circle Award; President, British Critics Circle.

Woody Klein, Adjunct Professor
B.A., Dartmouth College; M.S., Columbia University Graduate School of Journalism. Manager, Communications and Community Relations, IBM. Lecturer in the Professional Writing Program. Previously: Reporter and Columnist, *The Washington Post*, *The New York World-Telegram and Sun*; Correspondent, WCBS-TV; Press Secretary, New York Mayor John V. Lindsay; Managing Editor, *Think* magazine, IBM; writer and author; Adjunct Professor of Journalism, New York University, University of Bridgeport; Member: Sigma Delta Chi Professional Journalistic Society.

Edward J. Lynch, S.J., Dean, Professor
S.T.L., Alma College, Los Gatos; S.T.M., Theology, Santa Clara University; M.A., Ph.D., Northwestern University. Previously: Acting Associate Dean, College of Arts and Sciences, University of San Francisco; Associate Professor, Department of Communication Arts, University of San Francisco; Director, Human Relations and Organizational Development Master's Program, University of San Francisco; Director, Academic Innovations, Loyola University; Director, North American Section, Vatican Radio, Vatican City.

F. X. McFarland, S.J., Assistant Professor

A.B., Georgetown University; M.S., Fordham University; Ph.L., Woodstock College; Professor of Communication, Nirmala Niketan, Bombay, India; Director Communication Coordination Centre, Catholic Bishops Conference of India. Previously: Founder and Director, Institute of Communication Arts, St. Xavier's College, Bombay, India.

Edward H. Morgan, Adjunct Professor

M.S., University of Illinois. Manager, Corporate Communications, General Electric Credit Corporation headquarters. Previously: Worked for The General Electric Company; press relations in Washington, D.C.; editor of GE's worldwide magazine, *Monogram*; full-time speech writer for a senior GE executive.

**Jiri Nedela, Assistant Professor**

Baccalaureate, Modern Language Gymnasium, Prague, Czechoslovakia; Ph.D., Charles University, Prague. Previously: Editor, Prague Radio Foreign Broadcasts; translator of Erich Fromm's *Marx's Concept of Man*; Information Officer, United Nations Secretariat, New York; Deputy Chief, U.N. Center for Economic and Social Information.

Anthony C. Rocco, Adjunct Professor

B.S., Canisius College. Vice president, ABC Television Network. Previously: 20 years at ABC as vice president and director, Special Projects, Sports Sales; account executive, ABC Radio Network; general sales manager, WKBW Radio and Television; radio and television director for advertising agency and sales manager for WGR Radio, Buffalo, N.Y. Member of the International Radio and Television Society (IRTS) and of the New York Chapter, National Football Foundation and Hall of Fame.

John S. Schmotzer, S.J., Adjunct Professor

Baccalaureate, Gymnasium, Kosice, Czechoslovakia; M.A., Philosophical Institute, Brno, Czechoslovakia; S.T.L. Collegium Maximum St. Bellarmini, Shanghai, People's Republic of China; Ph.D. (Political Science), Georgetown University. Previously: National Director of Retreats and Popular Missions, Taiwan, Republic of China; Graduate Fellow, Center for Strategic and International Studies; Researcher.

Stanley M. Siegel, Adjunct Professor

Founder and President, The Sigma Group, Norwalk, Conn.; former Director of Advertising, Ed Mitchell of Westport. Previously: corporate communication responsibility with Ethyl Corporation and Xerox Corporation. Past President of the Ad Club of Fairfield, board member of the International Association of Business Communicators and The Industrial Communication Council.

Bruce Silverstone, Adjunct Professor

B.A., Journalism, University of Bridgeport; M.A., The Graduate School of Corporate and Political Communication, Fairfield University. Marketing Communications Manager, General Electric Supply Co., responsible for external advertising, sales promotion, public relations and internal television network for 2700 employees. Past GE experience includes Manager — Housewares Sales Promotion and Producer/Writer of Audio Visual Communications. Winner of Association of Multi-Image Award.

Allan Sloane, Adjunct Professor

B.A., City College of N.Y.; M.A., Columbia School of Journalism. Lecturer in Professional Writing Program, is best known by the public for his Emmy Award-winning productions: *And Jimmy Was A Very Small Snail*; *Teacher, Teacher*; *To All My Friends On Shore*; his award-winning feature film, *Martin Luther*; and *Emily, Emily* (Hallmark Hall of Fame).

Administration

Edward J. Lynch, S.J., Ph.D.
Dean

Mary Frances A. Hoban, Ph.D.
Assistant Dean





SCHOOL OF GRADUATE AND CONTINUING EDUCATION

Division of Graduate Studies

Education/Human Service

Master of Arts and Certificate of Advanced Study

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School of Graduate and Continuing Education

Division of Graduate Studies Calendar 1985-86

FALL SEMESTER 1985

| | |
|---|--|
| August 1-31 | Mail and walk-in registration, Monday through Friday |
| Tuesday, September 3 | Registration with advisors, 4-6 p.m. |
| Monday, September 9 | Classes Begin |
| Friday, October 4 | Deadline to register for Fall Comprehensive Exams |
| Monday, November 25 | Deadline to apply for January graduation |
| Wednesday-Sunday, November 27-December 1 | Thanksgiving Recess |
| Monday-Saturday, December 16-21 | Final examinations |

SPRING SEMESTER 1986

| | |
|---|--|
| December 9-January 13 | Mail and walk-in registration, Monday through Friday |
| Tuesday, January 14 | Registration with advisors, 4-6 p.m. |
| Monday, January 20 | Classes Begin |
| Friday, February 14 | Deadline to register for Spring Comprehensive Exams |
| Monday-Friday, March 10-14 | Spring Recess |
| Monday, March 31 | Deadline to apply for May graduation |
| Monday-Saturday, May 5-10 | Final Examinations |
| Sunday, May 18 | Commencement |

SUMMER SESSIONS 1986

Dates to be announced

A Message from the Dean



The School of Graduate and Continuing Education was established in July of 1982 by merging the Graduate School of Education and Allied Professions with the School of Continuing Education. The school continues the traditions of preparing professionals in the field of education and of providing opportunities for life-long learning to adults with diverse needs. Its commitment is to a curriculum that enhances personal growth and career development, and to a schedule which allows adults with family, job and civic responsibilities to pursue higher education part-time.

While the programs described in this catalogue are those of the Division of Graduate Studies, the School also offers adults the opportunity to begin or complete a Bachelor's degree in the arts and sciences, business or nursing. In addition, it offers short-term non-degree courses and certificate programs in the performing arts, literary arts, graphic design, interior design, video, computers, management, para-legal studies and other areas. A broad selection of professional development courses and workshops are offered so that men and women working in business, public service and health care can keep abreast of the latest developments in their fields.

Our graduate programs which lead to the Master's degree or a Certificate of Advanced Study are primarily directed to educators and human service professionals. The requirements of each program, the courses and the faculty involved are described herein. The schedule of course offerings for each semester or the summer sessions is contained in a separate publication which is available prior to registration. If after reading the material you have any questions, please do not hesitate to contact the Associate Dean or the director for the particular program.

William F. Murphy
Dean

Division of Graduate Studies

The major emphasis of the graduate programs of this School has been on preparing students to utilize their knowledge in school settings. The Division of Graduate Studies is becoming increasingly involved in the preparation of individuals for human service professions in non-school settings.

Courses of study leading to the degree of Master of Arts and to the Certificate of Advanced Study are offered in these areas:

1. Administration and Supervision
2. Educational Technology
 - Educational Media
 - Educational Computing
3. School, Agency and Family Counseling
4. School and Applied Psychology
 - Bilingual Specialization
5. Special Education
 - Bilingual Specialization
 - Talented and Gifted
6. Teaching and Foundations
 - Bilingual/Multicultural Education
 - Early Childhood
 - Professional Improvement (including programs for certified elementary school teachers)
7. Religious Education
 - Pastoral Ministry

Approved Connecticut Department of Education Certification Programs include:

1. Intermediate Administrator
2. School Counselor
3. School Media Specialist
4. School Psychologist
5. Secondary Teaching
6. Special Education
7. Superintendent of Schools

Changing American Schools and Communities in the 1980's

The School offers a series of short term weekend courses that appeal to experienced educators, alumni, parents and others who may want to continue their professional development or who are interested in personal growth. Virtually all of these weekend offerings may be taken for credit or non-credit with courses available in a number of fields, including special education, parent education, media, computers, neuropsychology, music, multicultural areas and counseling.

A special bulletin is published each semester for this series of courses.

FACES

Fairfield Adult Career and Educational Services (FACES) is designed to assist adults with plans for their careers and education by providing information and referral, occupational resource materials, ongoing career development workshops, counseling and testing services. The career resource center is located in Julie Hall and is open Monday through Friday from 9 a.m. to 5 p.m., (203) 254-4110.

Off-Campus and Special Programs

The University enters into contractual arrangements with boards of education, regional service centers, professional associations and educational organizations throughout the State in efforts to provide continuing education for educators and allied professions.

The School through a combination of on-campus and off-campus courses with Cooperative Education Services is providing a program whereby elementary teachers and teachers of other subjects can become certified to teach mathematics. These courses are described on page 93.

Admission

Adults may enroll in graduate courses as Matriculated Students pursuing a Master's degree or a Certificate of Advanced Study, or as Special Students seeking credits for career enhancement or State certification. Applicants for the Master's degree must hold a bachelor's degree from an accredited college or university and give promise of meeting the standards set by the School. An undergraduate cumulative quality point average of 2.5 is required. Applicants for the Certificate of Advanced Study must hold a Master's degree from an accredited college or university with a 3.0 cumulative quality point average.

In addition, individual programs may set specific requirements concerning interviews, adequate scores on tests, course waivers and distribution of undergraduate courses.

Applicants for the teacher certification program must (a) have an undergraduate cumulative quality point average of 2.67; (b) present two letters of reference in support of their teacher potential; (c) interview with the teacher selection panel; and (d) meet other entry requirements as determined by the Connecticut State Board of Education.

Enrollment as a Special Student also requires prior completion of a bachelor's degree from an accredited college or university. Students in this status whose career plans change may apply to become matriculated students. Up to 12 graduate credits earned as a Special Student may be applied toward the M.A. or C.A.S. if the student is admitted to a program. All course work done as a Special Student, as well as the quality of the student's prior academic record and recommendations, will be considered.

International Students

International students must provide evidence of adequate financial resources and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. The Graduate School offers a special three-credit course to all international students whose native language is not English, entitled Communication, Research and Reporting. The description of this course ED 415 may be found on page 84 in the course descriptions for the Division of Teaching and Foundations. The course will be given during the fall semester and will be repeated in the spring if enrollment warrants.

Application Procedure

A. Applicants for a Degree or Certificate

Students seeking to matriculate must complete the following procedure:

1. Submit a completed application along with the required fee.
2. Have all official undergraduate and graduate transcripts sent to the Director of Graduate Admissions.
3. Submit two letters of recommendation, preferably one of which will be from current employer or supervisor.
4. Consult a faculty advisor or the Associate Dean about course selection when registering for the first time.

If this procedure has not been completed prior to the beginning of the semester, the student may register as a Special Student pending receipt and disposition of application materials.

B. Special Students

Students not seeking a degree or certificate may enroll and earn up to 12 credits.

1. Submit a completed application for status as a Special Graduate Student.
2. Complete and return a registration form along with tuition and fees.
3. Send all official undergraduate and graduate transcripts if a candidate for State Department of Education certification.

Special Students may request permission to extend their status beyond 12 credits. This will require the submission of all former academic records but will not affect the 12 credit maximum which may be applied to a degree or certificate program if the student matriculates at a later date.

Continuation

To remain in good academic standing, a student must achieve a 3.0 cumulative quality point average upon completion of the first 12 semester hours. In the first 12 semester hours, the student must complete at least one course from the intended area of concentration and a philosophical foundations course if required. The student must have the recommendation of the advisor(s) to continue in a program after completion of the first 12 semester hours of course work. A student whose cumulative quality point average falls below 3.0 in any semester is placed on academic probation for the following semester. If the average is again below 3.0 at the end of that semester, the student may be dismissed.

Continuation in a state certification program requires performance above the minimum academic level in advanced courses and field experiences, and the recommendation of the area faculty.

Readmission

All students who interrupt their education more than 12 successive months must be reinstated. Request for reinstatement may be made by letter to the Director of Graduate Admissions at least one month prior to enrollment in courses. If the student has been inactive for 24 months or longer, then it will be necessary to submit a new application for admission to Graduate programs. A review of past work will determine the terms of readmission.

Students who receive their M.A. degree from Fairfield University and who desire to begin programs leading to the Certificate of Advanced Study are required to file a new application of admission to the new program.

Advisement

All matriculated students must have a faculty advisor. Students will be assigned a temporary advisor at the time they are notified of admission. After taking nine hours of graduate course work, the student should select a permanent faculty advisor. All matriculated students must meet with their advisor during their first semester to plan a program of study. It is recommended that the advisor be consulted each semester about course selection.

Special Students may seek advice about course selection from faculty advisors or from the Associate Dean.

Information about state certification requirements may be obtained from the Certification Officer.

Transfer of Credits and Waivers

Transfer of credit from another accredited institution of higher learning will be allowed if it was (a) applicable to a graduate degree at the institution in which it was earned; (b) not used toward another graduate degree; and (c) completed prior to enrolling at Fairfield. If this transfer of credit is to be applied toward the Certification of Advanced Study, only graduate work done after completion of the Master's degree and before enrolling at Fairfield will be considered. Such work shall have been completed within a period of five years prior to enrollment and the grade received for the work may not be less than B. As many as six credits may be transferred if they relate to the student's present program. Upper division undergraduate courses and graduate courses with grades of B or better may, at the discretion of the Associate Dean, be used for waiving prerequisites or for meeting content requirements.

A limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted after enrollment as part of the credit requirements, provided the candidate has the written approval of the Associate Dean before registering for such courses.

General Regulations for Degrees

Students are to complete all requirements of a program within a period of six years from the date of enrollment in the first course completed for credit toward the degree. If interrupted for a year, a student must apply for readmission. See "Readmission."

Over and above the minimum requirements stated in the catalogue, the Dean may require additional evidence of fitness for the degree.

Master of Arts

1. Completion of a minimum of 30-33 credits as specified by the program.
2. Completion of 18 or 21 credits in major field and all other courses required by the program.
3. The candidate will be required to pass a comprehensive examination, which may be oral or written or both, in the work offered for the degree. Permission to take the examination may be requested after the completion of 24 semester hours of work. If the first examination is failed, one retake examination is permitted.

The Teaching and Foundations program has a terminal written requirement in lieu of comprehensive examinations. Students admitted to Teaching and Foundations since September 1984 may meet this requirement through the Research Seminar. Other exceptions to the comprehensive examination are specified in the individual program requirements.

All students must register with the Dean's office for the terminal written requirement or comprehensive examination at least two weeks prior to the date listed in the academic calendar for the examination.

Certificate of Advanced Study

1. Completion of a minimum of 30 credits in an approved program of advanced study. Students whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for an advanced study program.
2. Completion of 15 credits in major field and all other courses required by the program.
3. Completion of a practicum or internship at the end of the program.

Off Campus and Mini-Courses

The School restricts to 12 the number of credits that can be earned in off-campus courses which may be applied to an M.A. or C.A.S. program. The number of one-credit mini-courses which may be applied to these programs is restricted to six.

Applications for and Awarding of Degrees

All students must file an application for the Master's degree and the Certificate of Advanced Study in the Dean's office.

The application must be submitted at least three months prior to receipt of the degree.

Degrees and Certificates of Advanced Study will be awarded each August, January and May. All students are invited to attend the annual Commencement Exercises in May.

Academic Load

A full-time student is one who carries nine or more credits during a fall or spring semester. Twelve credits is the normal maximum load permitted. During summer sessions full-time students are permitted to carry a maximum credit load of nine credits.

Students who work or attend another school may not be full-time students. Such individuals are ordinarily limited to six credits during the fall or spring semester and six credits during the summer sessions.

Course Requirements

Course requirements usually include readings and satisfactory completion of oral reports and term papers. In most courses, students are required to take a final written examination. Because of the large amount of outside preparation required for graduate courses, three credits are given for courses meeting for at least 1,500 minutes of lecture, recitation and examinations (usually in the form of 14 periods of 110 minutes each). Graduate courses are numbered 400 and above.

With the permission of the Associate Dean, students are permitted to take certain undergraduate courses for graduate credit. These courses are numbered 300 and above and a grade of B or higher must be achieved.

Grades

The work of each graduate student is graded on the following basis:

- A Excellent; 4 quality points
- AB Very Good; 3.5 quality points
- B Good; 3 quality points
- C Fair; 2 quality points
- F Failed; 0 quality points
- I Incomplete
- W Withdrew without penalty

Incomplete grades automatically become failures if the missing work is not completed within 60 days of the end of the term. A student who elects to withdraw from a course must do so in writing to the Dean. Pass or Fail grades are used in a limited number of courses. C grades will not be credited toward a Certificate of Advanced Study.

Connecticut State Certification

Certification of any type by the State Department of Education requires institutional approval as to scholarship, professional preparation, character and personality. Request for such recommendation for certification is to be made in writing on the form provided by the Certification Officer. No recommendation will be issued until at least 15 semester hours have been completed at Fairfield University.

Approved programs are indicated on page 40. All graduates of these programs are legally qualified for certification in states party to the Interstate Certification Compact. Certification programs are outlined in the Program Section of this catalogue, pages 48-105.



Tuition and Fees

The schedule of tuition and fees follows:

| | |
|--|----------|
| Application for matriculation (not refundable) | \$ 25.00 |
| Registration, per semester | 15.00 |
| Tuition, per credit | 135.00 |
| Late registration | 25.00 |
| Change of course | 10.00 |
| Deferred examination | 10.00 |
| Transcript | 2.00 |
| Commencement fee (Required of all degree recipients) | 50.00 |
| Observation fee for Ed 383 | 100.00 |
| Practicum continuation | 50.00 |
| Film fee | 20.00 |
| Materials fee | 10-25.00 |
| Auditing fee, per three-credit course | 200.00 |

Tuition and fees are payable at registration.

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary. A service charge of 1% on the unpaid balance may be made monthly on any balances remaining.

All checks are to be made payable to Fairfield University. Any unusual arrangements, e.g., company reimbursement, Veterans Administration payments, and government payments, must be made prior to registration.

Students must pay all tuition and fees on the day of registration, even if they are eligible for company reimbursement. The only exception will be if a student has a letter from a company stating that the company will pay Fairfield University directly for the course(s). Letters from companies stating that they will reimburse the student or the University upon satisfactory completion of the course cannot be accepted as a reason for deferring the payment of tuition and fees.

Foreign students who are admitted must make known to the University the source of their financial support for their University education. They will be expected to make payment of a full year's tuition, fees, and room and board before their certificate of eligibility (Form I-20A) is issued.

A 25% discount in the tuition for all credit and non-credit courses in the School, with the exception of tours and trips, is offered to citizens 62 years of age or older and to clergy and religious.

Student accident and health insurance coverage is available to full-time graduate students. For further insurance information, students should contact the Dean of Students, Loyola Hall, Room 100.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the University have been met.

For the tuition refund policy, see page 7.



Scholarships and Assistantships

A number of University scholarships are available to assist promising and deserving students. Awards are made on the basis of demonstrated ability, financial need and professional promise. Although awards are made for one semester, applications for renewal may be submitted.

The applicant normally must have completed a minimum of 12 credits at Fairfield University before being eligible to apply for a University scholarship. In rare cases, where the student presents superior records, the Dean may request that the prior attendance requirement be waived. The student must, in addition, enroll for a minimum of 12 credits during the semester for which a scholarship is requested. Scholarships are allocated in the form of tuition credits. Six tuition credits is the maximum allocation per student, per semester. Scholarships do not cover application, registration or other University fees.

A limited number of assistantships in Educational Media, Multicultural Education and Special Education are available. The assistantships normally cover all tuition charges up to a maximum of 12 credits. In return for the assistantship the student must work a maximum of 20 hours per week in the appropriate division and under the direction of the program director.

Applications are to be submitted to the Office of the Dean at least four weeks prior to the first day of registration for any given semester.



Administration and Supervision

William J. Garrity, Jr., *Program Director*

Robert F. Pitt, *Private School Administration Coordinator*

The programs in Administration and Supervision seek to develop administrators who will have the technical, human and conceptual skills, and the leadership ability needed to manage schools and school systems. While the major emphasis has been preparing students to utilize their knowledge in educational settings, increasing emphasis has been placed on broader application and the transfer of knowledge and skills to other fields.

Requirements for the Master of Arts

1. ED 429 Philosophical Foundations of Education
2. A course in curriculum development (3 credits)
3. Major field
 - EA 500 Introduction to Administration
 - EA 520 Principles of Supervision
 - EA 510 Administrative Leadership
 - EA 556 Education Law: Teachers' Rights and Students' Rights
 - 2 elective courses in administration (6 credits)
- *4. One free elective (3 credits)
- *5. ED 599 Seminar in Research
6. Comprehensive examination

*An internship of 3-6 credits may be substituted for the elective and ED 599.

Requirements for the Certificate of Advanced Study

1. ED 521 Comparative Philosophies of Education
2. A course in learning theory (3 credits)
3. A course in curriculum development (3 credits)
4. Major field
 - EA 510 Administrative Leadership
 - EA 556 Education Law: Teachers' Rights and Students' Rights
 - 2 elective courses in administration (6 credits)
5. 2 free electives (6 credits)
6. EA 590 Practicum or EA 595 or 597 Internship after completion of at least 24 credits.

Summer Institute in Private School Administration

The Institute is an ongoing summer program geared to meet the needs of practicing and potential private school administrators. Students are afforded the opportunity to pursue courses directly related to the private school within a structure common to the preparation of administrators. The Institute is staffed by practicing private school administrators.

The Master of Arts degree or Certificate of Advanced Study may be completed exclusively through summer study. Courses allow for maximum flexibility and training for each individual. Requirements will, therefore, vary according to the individual's previous training, experience and needs. Courses will be selected in consultation with the coordinator of the program.

Certification Requirements

All applicants are advised to read the appropriate section of the state regulations manual. Copies of the Connecticut Certification Regulations, 14th edition, are available in the office of the Program Director or from the Certification Officer.

Intermediate Administrator

To be recommended for provisional certification applicants must have a master's degree and at least 15 credits in addition to the degree. The following areas of study must be included in the total Post-Baccalaureate Program:

1. Foundations of education (historical, philosophical, sociological, etc.);
2. Psychological foundations of learning;
3. Curriculum development with emphasis appropriate to the professional career objectives of the applicant;
4. Educational administration and supervision, with emphasis appropriate to the professional career objective of the applicant (minimum of 12 credits);
5. Mere completion of courses appearing to meet the requirements shall not be accepted as *prima facie* evidence that the applicant meets requirements. Compliance with all other requirements of Section 10-146-100 of Connecticut Certification Regulations is an absolute prerequisite to acceptance of the total program of preparation.

Superintendent of Schools

Applicants must hold an Intermediate Administrator's Certificate or the equivalent and include study in the following areas:

1. Foundations of education (historical, philosophical, sociological, etc.);
2. Psychological foundations of learning;
3. Curriculum development as applied to school systems;
4. Educational administration and supervision as applied to school systems (must include organization of school system, school law, internship and other courses required by the advisor);
5. A core of related study in such areas as economics, sociology, political science and the humanities, selected in relation to the applicant's total education to ensure breadth of education and scholarly background consistent with the competence expected of a superintendent of schools.
6. Mere completion of courses appearing to meet requirements (1) through (5) shall not be accepted as *prima facie* evidence that the applicant meets requirements. Compliance with Section 10-146-97 of Connecticut Certification Regulations is an absolute prerequisite to acceptance of the total program of preparation.



Course Descriptions

EA 500 Introduction to Administration

A general consideration of the fundamental problems and principles involved in the organization, administration and supervision of all schools. The legal and professional rights, responsibilities and relationship of all personnel, certified, auxiliary and paraprofessional, will be evaluated. *3 credits*

EA 505 Community and Public Relations

The relations of school administrators with their various publics and the communications media; interest groups within the community and their effect on education; problems of educational leaders in working with pressure groups will be considered. Techniques used to present educational interpretations will be presented. *3 credits*

EA 510 Administrative Leadership

Concepts of leader behavior include the development of personal identity, direction and purpose; values clarification is added. Upon this base the course explores styles of management and is integrated into psycho-social development. Emphasis is placed upon the "how-to" in developing the students' potential in leadership traits and qualities. *3 credits*

EA 515 Contemporary Issues in Administration

Major social issues of contemporary America are addressed as they relate to the administrative process and the schools. Students in this course will be required to define, identify and seek both broad and specific solutions to the issues presented. These solutions may be accomplished by individual, small group or large group effort. The evaluation of each student's work will be based upon the presentation of solutions and the required synthesis at the end of the course. *3 credits*

EA 516 Departmental and Extracurricular Issues in Administration

Includes the role of the departmental chairperson with regard to curriculum supervision, selection of staff, budget and leadership. Also considers guidelines for and the legal aspects of teacher evaluation. Attention will be given to such topics as summative evaluation, substantive due process, procedural due process, property interest, discrimination and disparate impact. The course will also include the legal aspects of extracurricular activities and procedures for closing schools. *3 credits*

EA 520 Principles of Supervision

This course will consider the application of principles and techniques of supervision within the school. The "how to" of classroom observation and teacher evaluation is explored. The partial use of video taped lessons is used to teach the student in administration methods of writing teacher evaluations using a self-evaluation instrument. The remediation of unsatisfactory performance is discussed along with tenure, promotion, merit and/or dismissal. *3 credits*

EA 525 Interpersonal Competencies of Leadership

This advanced course in leader training continues where *Administrative Leadership* leaves off. Additional leadership traits and abilities are developed. Androgyny, Assertion and Power are discussed both from leadership and follower-ship points of view. The modular program consists of general and specific competencies and a compendium of teaching/learning activities and resources keyed to each competency. The learner will be aided in developing personal leadership styles. (Prerequisite: EA 510.) *3 credits*

EA 530 The Principalship

The course is designed to provide the student with an understanding of the varied responsibilities the principal is asked to assume in directing the operation of a school. Included will be a consideration of programs concerned with students, teachers, other professionals, parents, para-professionals, secretaries, custodians and cafeteria workers. Also, relationships with other organizational divisions of the local, state and federal level will be studied to determine their effects upon a school unit and the responsibilities of the principal.

3 credits

EA 535 The Administrator and Curriculum Development

The course is designed as a guide to the problems, principles and process for administrators as they seek change and make provisions for gearing up for the demands of accountability through curriculum.

3 credits

EA 540 Simulated Problems in Administration

This course will present contemporary problems in educational administration on the elementary, secondary and school district levels. The student will be expected to react to the administrative problems presented and the individual solutions will be examined and discussed by the members of the group. The totality and complexity of the critique will provide the student in administration with insight into the solutions of the current problems we face in our schools. Student awareness of the complexities and scope of the problems will be stressed.

3 credits

EA 545 School Building and School Finance

A study of the practices, procedures and problems regarding school building projects. General areas of consideration include grant forms; site selections; finances; the educational plan; architect's services; the general contractor; building design; bids; construction; legal problems; and materials and maintenance. Also a study of school finance including: theories of taxation; local, state and federal revenues; impact of court decisions; equalization; budgeting, accounting and school property management; and managing student activities.

3 credits

EA 550 Organization and Administration of a School System

A broad consideration of the concept of public school organizational patterns and their adaptability to particular communities will be undertaken. School board-teacher group contracts will be analyzed and critiqued to determine how such agreements affect the school systems. All aspects of school systems will be explored.

3 credits

EA 555 Education Law: Federal Rights, State and Local Powers

This course involves the study of case law and statute law related to education. The areas considered include: federal and state powers; separation of church and state; towns and school districts, including buildings, sites, eminent domain and school finance; the school board member, contracts other than employment contracts; apportionment and taxation; school property; tort liability; transportation; special education; and the superintendent and the principal. Students will be expected to report weekly on assigned cases and statutes.

3 credits

EA 556 Education Law: Teachers' Rights; Students' Rights

This course involves the study of case law and statute law related to teachers' rights and students' rights. The areas considered include: teacher certification; dismissal of tenured teachers; due process in dismissal proceedings; membership in subversive organizations; free speech; discrimination; collective bargaining; unions, teacher contracts; maternity leave policies; loyalty oaths; transfers; retirement; dismissal of non-tenured teachers; segregation; residence and attendance; vaccination; due process for students; students' free speech and expression; discipline, corporal punishment and parental liability. Students will be expected to report weekly on assigned cases and statutes.

3 credits

EA 560 Computers in the School

A study of the uses of computers in school, including tutorial uses; simulation problems; demonstration of LOGO; types of materials needed and ingredients for a successful program using computers. This course is designed for school administrators and is not intended as a "hands on" technique or a programming course.

3 credits

EA 561 Administrative Uses of Microcomputers

This course seeks to provide an understanding of the uses and limitations of computers as administrative and management tools, and of the types and uses of information involved in typical school administrative functions and the effectiveness of computerized assistance in performing those functions. Students will get "hands-on" experiences working with microcomputers as well as hearing guest lecturers with expertise in a given area.

3 credits

EA 565 Policy Formulation in Administration

Definitive treatment of the topic of policy formulation. Attention will be given to the genesis and development of educational policy. The student will examine the status quo of educational policy toward the goal of review, revision and restructuring to accommodate needs of present societal changes.

3 credits

EA 590 Practicum in Administration and/or Supervision

This course is designed to activate accepted principles of administration and/or supervision in real school situations and is subject to approval, supervision and evaluation by the local school administration involved and by the faculty in Administration and Supervision of the University. Projects agreed upon must be sponsored by and acceptable to both groups.

3 credits

EA 595 Internship: Intermediate Administrator

The intern is required to do field work for one semester or one academic year in a school building under the supervision of the principal. The field work will consist of a minimum of five hours per week of organized and directed assignments and will require written reports and conferences with designated faculty members. Placement must be approved by the principal and the intern's faculty advisor.

3-6 credits

EA 597 Internship: Superintendent

The intern is required to do field work for one semester or one academic year in the central school system office working under the supervision of the superintendent or a delegate. The field work will consist of a minimum of five hours per week of organized and directed assignments and will require written reports and conferences with designated faculty members. Placement must be approved by the superintendent and the intern's faculty advisor.

3-6 credits

EA 599 Independent Study in Administration and/or Supervision

Individual projects in administration/or supervision undertaken with the agreement of and under the supervision of the faculty in Administration and Supervision. Prior consultation is required.

3 credits

Private School Administration

ED 428 Foundations of Private Education

The purpose of this course is to provide the theological foundation for the Catholic educational leader's vision. Each participant will have the opportunity to apply this to his or her ministry. In this curriculum, this course will fulfill the ED 429 requirement. *3 credits*

ED 466 Designing Curricula for Justice and Peace Education

This institute will propose goals and methods of educating for justice and peace. Participants will be involved in reflecting, researching, imagining and evaluating and in developing creative programs for both students and teachers. *3 credits*

EA 507 The Private School and Its Relationship with the Community

The non-public school is in a unique position in its relationship with the local community. A parochial school relates to pastor, parish and diocese; it relates to students and parents; it relates to the local public school district and to the state education department; it relates to local government agencies as well, including police, fire, public works and recreational departments. This course will emphasize awareness of the non-public school administrator to the challenges of dealing with all types of community involvement. *3 credits*

EA 559 Legal Aspects of Private Education

The purpose of this course is to provide elementary and secondary non-public school administrators with basic knowledge and understanding of federal, state and local laws which affect the school environment and to ensure that the rights and responsibilities of all members of the school community (administrators, faculty, parents and students) are defined, respected and preserved. *3 credits*

EA 564 Utilization of Microcomputers in Administration: Part I

This course is an introduction to the microcomputer's basic operation. It focuses on different types of applications in school management. Criteria for software and hardware selection will be discussed. *Limited enrollment. 3 credits*

EA 568 Utilization of Microcomputers in School Administration: Part II

The use of microcomputers in classroom management, in the school library and in graphic presentation of school reports will be studied. The course also covers designing and executing information search strategies, and designing Visicalc applications in school management. (EA 564 or familiarity with the Apple microcomputer is recommended.) *Limited enrollment. 3 credits*

EA 570 Administration of Collective Bargaining Agreements in Private Schools

Introduction to the theoretical and practical aspects of collective bargaining in private schools. Course will focus on managerial prerogatives and the administration of negotiated agreements. Lecture, case study and simulation methodologies will be employed as well as the analysis of participants' conflict resolution styles. *3 credits*

EA 572 Principles of Conflict Management and Resolution in Private School Administration

This course will explore strategies for conflict management and resolution in private schools. Conflict (veridical, contingent, displaced, mis-attributed, latent and false) will be examined from theoretical (sociological, psychological and theological) perspectives. Each student will have the opportunity to assess his/her personal, interpersonal and intergroup conflict management style(s) and to decide how conflict situations may be managed so as to nurture personal growth and ensure institutional advancement. This course will not be a prescription for conflict avoidance; rather, it will focus on the practical implications of the assumption: Effectiveness in resolving conflict is directly related to the success or failure of the school administrator as manager. Lecture, case study, simulation and personal assessment methodologies will be employed. *3 credits*

EA 573 Curriculum and Instructional Leadership

A study of the place of vision and values in the aims, design, implementation and evaluation of curriculum and instruction in the private school. *3 credits*

EA 575 Personal Leadership in Private Schools

This course will deal with leadership styles, communication skills, crisis avoidance and positive crisis management. Skills for teacher evaluation and effective performance review will be presented. Processes for the selection of teachers and for ongoing staff development will be offered. *3 credits*

EA 576 Financial and Human Resources in Private Schools

Financial planning and personnel management are critical and allied areas in school operation. This course will analyze these areas, studying business and plant management, budgeting and fiscal planning, and tuition and fund raising situations. School personnel relate in a critical manner to every facet of financial management and planning. *3 credits*

EA 577 Creation-Centered Spirituality & the Educational Process

The first half of the course emphasizes the theological themes of creation-centered spirituality including original blessing, cosmos, letting go, creativity, compassion. The second half emphasizes the educational process grounded in creation-centered spirituality. *3 credits.*

EA 579 Staff Development in the Effective Private School — A Workshop

This workshop will explore approaches to staff development in private schools. Staff development techniques and practices will be viewed in the larger context of "adult learning theory" and will also be related to the organizational development of the school. Staff development goals, practices and exercises that address the need for professional growth and development among private school administrators and teachers will be examined. Finally, workshop participants will contribute to the development of a packet of staff development materials and exercises intended for implementation in school settings. *3 credits*

EA 586 Principles of Personnel and Conflict Management in Private Schools

Personnel management and conflict management are two related areas in private school administration which will be examined in this course. First, the nature and specific purposes of each of the following five categories of private school services will be examined: teaching, special pupil services, instructional supervision, leadership and administration. Then, the functional interrelationships that exist between and among these five categories will be examined in order to determine what action steps are appropriate for conflict management in the private school setting. Specific attention is given to the following related topics: staff selection, orientation, development and evaluation. *3 credits*

Educational Technology

Ibrahim M. Hefzallah, *Co-director,
Educational Media*

John J. Schurdak, *Co-director,
Educational Computing*

The goal in media and educational computing is to offer a strong program in educational technology to teachers, school administrators, school media specialists, training and media personnel in business, industry and community agencies.



Media

Students in the media program are encouraged to work with different types of equipment and to produce instructional programs. Still picture cameras, video tape recorders, a multi-color camera TV studio and a variety of portable production equipment are available for student use. Students are also encouraged to join the TV volunteer crew which participates in planning and producing Fairfield University TV programs and works in the production of Connecticut Public Television programs originating from the CPTV studio located on campus. Additional facilities include an editing room; an educational media laboratory; and a multistation darkroom.

Computers

Our computer program faculty has a long history in assisting teachers and administrators to learn to use computers professionally in their classrooms. The Fairfield staff is credited with developing the first course in computer-assisted instruction to be offered at the graduate level, and it organized the earliest Master's degree program designed primarily to prepare teachers and administrators to use computers in instruction.

Most of our computer courses are held in the program's two Apple computer classrooms, each equipped with 20 complete Apple IIe systems with color monitors. Each student is normally assigned to an individual microcomputer station during class time.

Educational Computing

Requirements for the Master of Arts

The major in **Educational Computing** requires the completion of 33 credits as follows:

1. At the beginning of the program

| | |
|--------|--|
| CS 400 | Introduction to Computers |
| ED 429 | Philosophical Foundations of Education |
| or | or |
| ED 521 | Comparative Philosophies of Education |
| ED 534 | Theories of Learning |
| or | or |
| ED 522 | Piaget: The Developmental Process |
2. After completion of the above

| | |
|----------------------|--|
| CS 401 | Computer Programming for Teachers |
| CS 405 | Introduction to LOGO |
| CS 410 | Introduction to PASCAL |
| CS 501 | Applications of Computers in Education |
| CS 504 | Introduction to Computer Graphics |
| CS 510 | Seminar on the Selection, Design & Evaluation of Curriculum Materials for Microcomputers |
| Elective (3 credits) | |
3. At the end of the program

| | |
|--------|--|
| CS 511 | Practicum in Computer Assisted Instruction I |
|--------|--|

CS 505, LOGO II or CS 512, Practicum in Computer-Assisted Instruction II, may be substituted for CS 410.

Requirements for the Certificate of Advanced Study

Students who have earned a Master's degree may pursue a C.A.S. subject to the general regulations listed on page 44. Courses will be arranged in consultation with the Program Co-director.

Educational Media

Requirements for the Master of Arts

The major in **Educational Media** requires 33 credits with at least 24 credit hours in media.

A) Required Courses (9 credits)

- | | |
|--------|--|
| MD 400 | Introduction to Educational Media |
| MD 411 | Production of AV Materials I |
| MD 599 | Research in Educational Media |
| or | or |
| MD 590 | Internship in Media (full-time students) |
| or | or |
| MD 580 | Research in Educational Media Administration |

B) Areas of Specialization (24 credits)

1. School Media Specialist

- | | |
|--------|-------------------------|
| MD 403 | The School Library |
| ED 429 | Philosophy of Education |

Choice of four of the following:

- | | |
|--------|--|
| ED 406 | Children & Their Books |
| EN 405 | Literature for Young Adults |
| MD 404 | Cataloguing of Teaching Materials |
| MD 406 | Introduction to Reference |
| MD 408 | Selection and Evaluation of Teaching Materials |
| MD 409 | Selection and Evaluation of Contemporary Literature for High School Students |
| MD 410 | Sounds of Learning |

Choice of two of the following:

- | | |
|--------|----------------------------------|
| MD 416 | Introduction to Photography |
| MD 421 | Introduction to Motion Pictures |
| MD 423 | Introduction to Film Animation |
| MD 431 | The Video Experience I |
| MD 433 | TV in Education/Critical Viewing |
| CS 400 | Introduction to Computers |

2. Training Media Specialist

Required (six courses)

- MD 416 Introduction to Photography
or
MD 417 Basic Darkroom Techniques
- MD 423 Introduction to Motion Pictures I
- MD 431 The Video Experience I
- MD 511 Production of AV Materials II
- MD 531 The Video Experience II
- MD 550 Production of Training/
Instructional Programs

Choice of two of the following:

- CS 400 Introduction to Computers
- MD 450 Computer-Generated Images
for Visual Communication I
- MD 512 Graphic Design
- MD 540 Practicum in TV Production
- MD 541 TV in Training and Business

3. TV Production

Choice of eight of the following:

- MD 416 Introduction to Photography
- MD 417 Basic Darkroom Techniques
- MD 421 Introduction to Motion Pictures I
- MD 430 Computer-Generated Images
for Visual Communication I
- MD 431 The Video Experience I
- MD 433 TV in Education/Critical Viewing
- MD 511 Production of AV Materials II
- MD 512 Graphic Design
- MD 531 The Video Experience II
- MD 540 Practicum in TV Production
- MD 541 TV in Training and Business
- MD 550 Production of Training/
Instructional Programs

4. Film Study

Choice of six of the following and two electives:

- AS 327 America in Film
- MD 416 Introduction to Photography
- MD 421 Introduction to Motion Pictures I
- MD 423 Introduction to Film Animation
- MD 425 History of Motion Pictures
- MD 427 Motion Picture Appreciation
- MD 431 The Video Experience I
- MD 521 Introduction to Motion
Pictures II

5. Free-Track

The program is designed by the student in consultation with the advisor and is based on the student's previous experience and intended career goals. To be considered an educational media major, a student must accumulate 24 credit hours in media courses.

C) Comprehensive Examination

Requirements for the Certificate of Advanced Study

Students accepted in the program must complete 30 credit hours beyond the Master's.

A) Required Courses

- ED 521 Comparative Philosophies of
Education
- ED 534 Theories of Learning
- MD 500 Administration of Educational
Media Programs
- or or
- MD 580 Research in Educational Media
Administration
- MD 599 Research in Educational Media

Other courses must be in the selected area of specialized study.

B) Areas of Specialization

1. Media Management

- EA 520 Principles of Supervision
- EA 510 Administrative Leadership

Selection of four courses from the School Media Specialist area.

2. Film Study

(Open for candidates who have had their Master's degree in areas other than film study techniques)

Choice of six courses form the Film Study cluster.

3. TV Production

(Open for candidates who have had their Master's degree in areas other than TV Production)

Choice of six courses from the TV Production cluster.

School Media Specialist Certification

Course requirements for a State provisional certificate are as follows:

1. Students holding a Provisional Teacher's Certificate with at least one year of successful teaching must complete a minimum of 24 credits in media courses.

It is recommended that the selection of courses cover both the print and the non-print media.

2. Students without a Provisional Teacher's Certificate must complete a minimum of 24 credits in media and 18 credits from the following:

Required:

| | |
|------------|---|
| ED 383-384 | Directed Observation and Supervised Student Teaching in Media |
| ED 429 | Philosophical Foundations of Education |
| PY 446 | Developmental Psychology I |
| MD 400 | Introduction to Educational Media |



Course Descriptions

Educational Computing

CS 400 Introduction to Computers

The objective of this course is computer literacy on the part of the student. In order to accomplish this the course will cover the organization of computer systems, methods of data storage and an introduction to computer programming concepts. Special topics will include microcomputers, the uses of computers in education and programming languages designed with teaching in mind. No prior knowledge of computers is presumed or required. *3 credits*

CS 401 BASIC Computer Programming for Teachers

This course has no prerequisites and is geared for the first-time computer user who is interested in studying the use of computers in the classroom. This course will start at the most elementary level of programming, with no prior knowledge presumed. Students will receive instruction in developing programs for classroom instruction using the BASIC language. Lab fee \$30. *3 credits*

CS 405 Introduction to LOGO

This course will introduce students to LOGO, to its use in the classroom and to the rationale leading to its development. This course is designed for the first-time computer user. No prior knowledge of programming is required. Lab fee \$30. *3 credits*

CS 410 Introduction to PASCAL

This is an introductory course in PASCAL, a high-level language that encourages good programming style. Students will learn to program independent routines and to put together sets of routines to form PASCAL programs. Lab fee \$30. *3 credits*

CS 420 Introduction to FORTRAN

This course gives an introduction to computer programming in FORTRAN, a widely used programming language. Brief exposure is given to the use of flowcharting and to the operation of digital computers. Emphasis is placed on the design and execution of programs. Lab fee \$30. *3 credits*

CS 501 Applications of Computers in Education — BASIC II

Students will expand their knowledge of BASIC by working with disk files and their application to various types of computer-assisted instruction. Varied forms of CAI will be discussed and programmed. Students will have the opportunity to create course modules in their own subject areas. (Prerequisite: CS 401 or permission of instructor) Lab fee \$30. *3 credits*

CS 504 Introduction to Computer Graphics

An introduction to the principles of graphics design and to graphics application packages. Students will design and implement computer graphics for instructional applications. (Prerequisite: CS 401 or permission) Lab fee \$30. *3 credits*

CS 505 LOGO II

In this course students will learn to use the LOGO Operators that manipulate numbers, words and lists. In addition students will plan and develop "microworlds" for classroom use. (Prerequisite: CS 410 or permission of instructor) Lab fee \$30. *3 credits*

CS 507 Microprocessor Assembly Language and Machine Architecture

An introduction to Assembly language programming on microcomputers. Students will, in addition, study microprocessor machine architecture. (Prerequisite: CS 401) Lab fee \$30. *3 credits*

CS 509 PASCAL II

This course will prepare students to teach advanced placement courses in computer science. Topics to be covered include advanced linear data structures, tree structures, algorithms and numerical analysis. (Prerequisite: CS 410 or permission of instructor) Lab fee \$30. *3 credits*

**CS 510 Seminar on the Selection,
Evaluation and Design of Curriculum
Materials for Microcomputers**

Students will review instructional materials currently available for microcomputers, in order to develop criteria for their selection and use in the classroom. The seminar will include critiques of computer course strategies and tactics in the light of theories of instruction and principles of learning, an introduction to the design and writing of course materials, a review of the PILOT course-authoring language, and discussions of the present state of the art of the instructional applications of computers. (Prerequisite: CS 401 and CS 405 or permission of the instructor) *3 credits*

**CS 511-512 Practicum in Computer-Assisted
Instruction I and II**

This practicum affords students an opportunity to prepare curriculum materials for presentation by computer, and to conduct independent studies. Students developing instructional materials may choose to use the program's Apple IIe microcomputers, the University DEC 2060 computer system, or the computers available in their own schools. (Prerequisite: CS 510) *3 credits*

**CS 59.64 Introduction to Apple Works
for Teachers**

An introduction to the use of Apple's integrated software to teach computer literacy, and additionally to assist teachers in classroom management. Students will study the data base, spread sheet and word processing applications of this programmed application package. No prior computer experience is expected. Lab fee \$20. *2 credits*

CS 59.70 Introduction to Word Processing

Students will learn word processing using the Bank Street Writer. This class will be taught in one of the microcomputer classrooms, equipped with 20 complete Apple IIe systems. There will be ample opportunity for hands-on experience, with each student assigned to an individual microcomputer station during class time. No prior computer experience is expected. Lab fee \$10. *1 credit*

Educational Media**EN 405 Literature for Young Adults**

For description see Teaching and Foundations, page 92.

MD 400 Introduction to Educational Media

A study of media, materials and tools in instruction and in training. Selecting media and content for an effective learning environment. Using media to conduct interesting classes and training workshops. *3 credits*

MD 403 The School Library

The role of the school library in the teaching-learning process. Recent trends in planning and using school libraries; remodeling existing libraries for more efficient use; future developments. Teaching elementary and secondary school students efficient ways of using the school library. *3 credits*

MD 404 Cataloguing of Teaching Materials

Principles of classifying and cataloguing of teaching materials for optimum access and retrieval by the student and the teacher. *3 credits*

MD 406 Introduction to Reference

How to find information and how to teach elementary and secondary school students efficient ways of retrieving information. *3 credits*

**MD 407 Creative Media Utilization for the
Elementary School**

The course explores creative use of audio-visual materials and equipment in the elementary school. Production of inexpensive teaching materials will also be studied. *3 credits*

**MD 408 Selection and Evaluation of
Teaching Materials**

Sources of information on teaching materials; principles of selecting and evaluating teaching materials. The course will introduce to the students a variety of teaching materials in different subject matters and on different levels. *3 credits*

MD 409 Selection and Evaluation of Contemporary Literature for High School Students

The course focuses upon criteria for selecting literature for high school students. Attention will be given to methods of developing students' ability to analyze literature reviews. *3 credits*

MD 410 Sounds of Learning

How to develop children's listening skills; basic principles of writing an audio program; radio and recorded materials in teaching; review of some of the available audio teaching programs with emphasis upon individualized and group instruction; production of audio programs. *3 credits*

MD 411 Production of AV Materials: Part I

Skills and steps necessary to visualize an idea, basic principles of design and the art of typography, production of camera-ready mechanicals, slides, charts, graphs, overhead transparencies and Kodalith slides. Lab fee \$25. *3 credits*

MD 416 Introduction to Photography

The role of the still picture in communication with particular emphasis upon instruction; the design and production of instructional still pictures. Mechanics of camera operation and darkroom techniques. *3 credits*

MD 417 Basic Darkroom Techniques

This course is primarily intended for those interested in processing film and producing black-and-white prints. No prerequisite is required; however, the student should be familiar with basic photographic procedures. Film development, the making of contact sheets and enlarging are stressed with "hands-on" involvement. *3 credits*

MD 421 Introduction to Motion Pictures I

Techniques of communication through the motion picture medium; utilization and evaluation of instructional films. Mechanics of camera operation, editing and actual production of sound super 8mm films. *3 credits*

MD 423 Introduction to Film, Computer and Video Animation

The course is designed to explore film, computer and video animation techniques which can be produced using simple and basic equipment. Prior knowledge of motion picture photography and computer programming are not a prerequisite. Basic skills of video camera and video tape recordings are required. *3 credits*

MD 425 History of Motion Pictures

A study of the evolution of the motion picture medium from its infancy to its present stage of development. Lab fee \$20. *3 credits*

MD 427 Motion Picture Appreciation

A study of motion pictures as an entertainment, cultural and educational mass medium. Contemporary schools in motion pictures. Teaching motion picture discrimination on different school levels. *3 credits*

MD 431 The Video Experience: Part I

Using a single-camera video tape recorder system, the course explores simple and creative production and utilization techniques of TV in education and training. The students will also have the opportunity to be familiar with multiple-camera system using the University color television studio. Lab fee \$30. *3 credits*

MD 433 TV in Education/Critical Viewing

The use of television in formal education on the elementary, secondary and college levels. Planning schools for use of television. Building critical viewing habits of watching television. Television in informal and continuing education of the adult learner. The future of home video, cable TV and satellite TV and their impact on education. (Recommended: MD 431) *3 credits*

**MD 450 Computer-Generated Images for
Visual Communication: Part I**

This course will introduce the students to the scope and the application of computer-generated images in industry. The basic operating principles of computer generated images; different styles and capabilities of computer-generated images; and analysis of resources for creating the various types of computer generated images in terms of hardware, software and other cost-effective factors compared to conventional graphic image preparation will be presented.

The course will also offer students the opportunity to experiment with packaged computer graphic programs using microcomputers with color monitors. Lab fee \$20. *3 credits*

**MD 451 Computer-Generated Images for
Visual Communication: Part II**

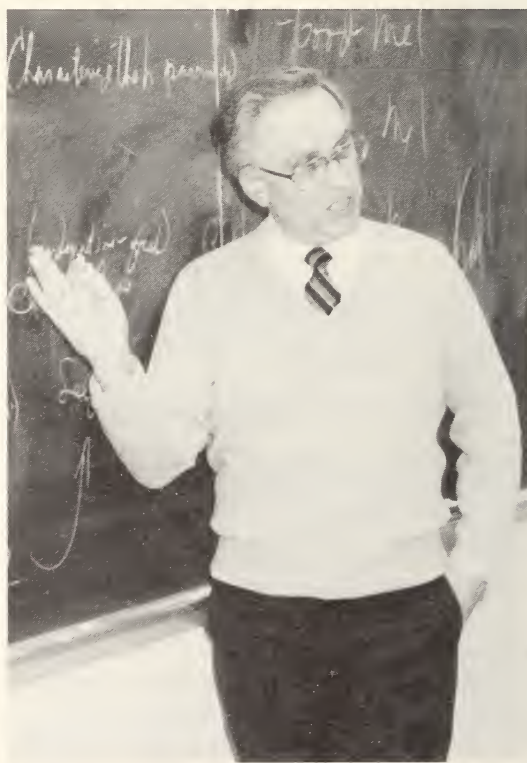
This course is a continuation of MD 450. It will focus on "hands-on" using the microcomputer lab and demonstration of the DEC system graphic capabilities. Students will create simple programs and use applications software to solve graphic design problems encountered in industry and business applications. Extensive visits to commercial computer generated images facilities will be part of course activities. Guest speakers from business and industry will meet with the class to address current problems and practices. Lab fee \$20. *3 credits*

**MD 500 Administration of Educational
Media Programs**

Administration and organization of educational media programs on single school, school system, college and university levels. Types of services, budgeting, planning schools for instructional technology application. (Prerequisites: MD 400 and 411) *3 credits*

MD 511 Production of AV Materials: Part II

Understanding the processes and terminology of print media is important not only when producing newsletters, brochures and ads, but also for professional quality graphic slides and overheads. The printing process and 4-color reproduction will be covered, as well as the use of Kodaliths to produce transparencies. Groups will produce mechanicals for a brochure or newsletter. With emphasis on detail and color, each class participant will also produce a short sound/graphic slide program from concept through the storyboarding, scripting, and graphic, photography and recording stages. (Prerequisite: MD 411) Lab fee \$25. *3 credits*



MD 512 Graphic Design & Visual Communication

Study of the basics of visual design, design in different types of materials and the application of visual design principles in media for display and for camera-ready materials. (Prerequisite: MD 511) *3 credits*

MD 521 Introduction to Motion Pictures II

The course is designed for those who have taken MD 421 or MD 423 and are interested in pursuing and developing their understanding of the motion picture medium and their skills in producing films. (Prerequisite: MD 421 or MD 423) *3 credits*

MD 531 The Video Experience: Part II

A study of the picture element in television, pictorial composition, visual continuity, lighting, audio, video editing, basics of script writing and the how of producing a training/instructional television program. (Prerequisite: MD 431) Lab fee \$30. *3 credits*

MD 540 Practicum in TV Production

Prerequisite: 9 credit hours in TV courses and 6 credit hours in other media production courses. *Credit by arrangement*

MD 541 TV in Training and in Business

The use of television in in-house training, the integrated use of computers and video in training. Building a video image of a business enterprise. Analytical study of television in advertising. (Prerequisite: MD 431 and MD 531) *3 credits*

MD 550 Production of Training/Instructional Programs

The students will put into use the principles and skills they have developed in previous courses to plan, design, and produce a training/instructional program. (Prerequisite: 18 credit hours in media production and a satisfactory background in theories of learning and evaluation) *3 credits*

MD 560 Seminar in Educational Technology

The seminar is planned to introduce the student to advanced study and current issues in the field of instructional technology. Each member will make an independent study to be discussed in the seminar. (Prerequisite: 15 credit hours in media courses) *3 credits*

MD 580 Research in Educational Media Administration

Independent study with emphasis upon research in administering educational media programs. (Prerequisite: 15 credit hours in media courses) *3 credits*

MD 590 Internship in Educational Media

The internship is for full-time students who seek first-hand experience in educational media management. *Credit by arrangement*

MD 599 Research in Educational Media

Prerequisite: 15 credit hours in educational media courses. *Credit by arrangement*



School, Agency and Family Counseling

Marguerite R. Carroll, *Program Director*

This program offers majors in counseling leading to a Master's degree in School Counseling, Agency Counseling and a new program in Family Counseling.

The School Counseling major prepares students to work as counselors in elementary and secondary schools. Students who complete the school counseling certification program will qualify to take the national certification examination under the National Board for Certified Counselors, Inc.

The major in Agency Counseling enables students already employed in community services to enhance their professional background and acquire new competencies. This major is also for those who wish to assume related positions in post-secondary educational institutions, career centers, rehabilitation services, hospitals, recreation centers, mental health settings, corrections, law enforcement, day care, drug and alcohol abuse centers, recreational and other such social service settings. Students who complete the Agency Counseling major will qualify to take the national certification examination under the National Board for Certified Counselors, Inc.

A new Master's degree in Family Counseling will prepare students for careers as marriage and family therapists. The curriculum follows guidelines set forth by the American Association for Marriage and Family Therapy (AAMFT). Completion of the program will lead to eligibility as an associate member of AAMFT.

Requirements for the Master of Arts

The Agency Counseling major requires completion of 48 credits for the Master's degree. The School Counselor certification program may be completed in 48 semester credits. Note: It is possible for a student to obtain a Master's degree after completing 33 credits but full counselor certification will be granted only upon completion of the 48-hour program. The major in Family Counseling requires completion of 45-48 credits, depending upon the student's prior coursework in psychology. All three programs require an overall Quality Point Average of B or better and successful completion of a written comprehensive examination.

School Counseling Certification

The School Counseling program requires the completion of 48 credits. It prepares students for the professional school counseling role in school settings. Students seeking school counselor certification who do not have teaching experience may complete a one-year internship in a school setting to meet certification requirements. It is important to note that students may elect to receive the M.A. degree upon completion of 33 credits, but that state certification will not be granted until the 48-credit requirement has been met.

Program of Study

School Counseling

1. ED 429 Philosophical Foundations of Education
 2. Human Growth and Development: 9 hours of graduate or undergraduate work are required in any of the following disciplines: personal adjustment; mental hygiene; developmental psychology; personality; abnormal psychology. Such courses must have been completed within the past 6 years in order for course requirement to be waived.
 3. Professional Studies
CN 451 Introductory laboratory in Counseling
(This course must be taken within the first two semesters of the student's course work.)
*CN 531 Techniques and Procedures in Guidance
 4. The Helping Relationship
CN 553 Counseling Pre-Practicum
*CN 558 Practicum in Counseling
*CN 590 Internship in Counseling (6 credits)
 5. Group Process and Organization
CN 455 Group Process
CN 554 Group Counseling Pre-Practicum
 6. Life Styles
CN 457 Career Development: Theory and Practice
CN 433 Counseling Diverse Populations
 7. Appraisal
PY 433 Behavioral Statistics
PY 536 Educational and Psychological Testing
PY 571 Research in Psychology
 8. Electives
(To complete 48-hour requirement if waivers are accepted.)
 9. Comprehensive Examination which may be taken previous to the internship.
- *May not be taken as part of the M.A. degree.

Agency Counseling

1. Human Growth and Development
9 hours of graduate or undergraduate work are required in any of the following disciplines: personal adjustment; mental hygiene; developmental psychology; personality; abnormal psychology. Such courses must have been completed within the past 6 years in order for courses to be waived.
2. Professional Studies
CN 451 Introductory Laboratory in Counseling
(This course must be taken within the first 2 semesters of the student's course work.)
CN 432 Environmental & Community Studies
3. The Helping Relationship
CN 553 Counseling Pre-Practicum
CN 558 Practicum in Counseling
CN 590 Internship in Counseling (6 credits)
4. Group Process and Organization
CN 455 Group Process
CN 554 Group Counseling Pre-Practicum
5. Life Styles
CN 457 Career Development: Theory and Practice
CN 433 Counseling Diverse Populations
6. Appraisal
PY 433 Behavioral Statistics
PY 536 Educational and Psychological Testing
PY 571 Research in Psychology
7. Electives
(To complete 48-hour requirement if waivers are accepted.)
8. Comprehensive Examination which may be taken previous to internship.

Family Counseling

1. Marital and Family Studies (all three courses)
 - CN 550 Introduction to Family Counseling
 - CN 561 Family Intergenerational Relations
 - SE 441 Parents & Families of Disabled Individuals
2. Marital and Family Therapy (all four courses)
 - CN 551 Counseling the Single Parent Family
 - CN 552 Systemic Family Therapy
 - CN 562 Human Sexuality & Sexual Dysfunction
 - CN 563 Psychopathology & Diagnosis in the Family
3. Individual Development (any three courses)
 - PY 435 Psychology of Personality
 - PY 441 Psychology of Personal Adjustment
 - PY 442 Abnormal Psychology
 - PY 446 Developmental Psychology I (or)
 - PY 447 Developmental Psychology II
4. Professional Studies
 - CN 565 Professional Issues in Family Therapy
5. Supervised Clinical Practice (four courses including CN 553)
 - CN 553 Counseling Pre-Practicum
 - CN 559 Practicum in Family Therapy I
 - CN 560 Practicum in Family Therapy II
 - CN 580 Internship in Family Therapy I
 - CN 581 Internship in Family Therapy II
6. Research
 - CN 566 Research in Family Therapy
7. Electives
(To complete 45-48 requirement if waivers are accepted.)
8. Comprehensive Examination which may be taken previous to internship.

Requirements for the Certificate of Advanced Study

The C.A.S. degree may be awarded in School Counseling. Requirements include:

1. Completion of a minimum of 30 credits in an approved program of advanced study beyond the M.A. degree.
2. Courses not included within the provisional certification program must be part of the course work for permanent certification and the sixth year certificate. They are as follows:
 - CN 433 Counseling Diverse Populations
 - CN 554 Group Counseling Pre-Practicum
 - SE 413 Introduction to Learning Disabilities (or equivalent)

NOTE: 400 level courses do not have prerequisites. Consult the course offerings for prerequisites prior to registering for 500 level courses. The list of offerings may be obtained from Canisius Hall, Room 9, or by calling (203) 254-4000, ext. 2249.

Course Descriptions

CN 405 Leadership Behavior

This course will explore leadership in the framework which affects the superior/subordinate relationship. Emphasis will be on individual and group leadership as an integrating mechanism in complex organizations. Topics such as group norms, effect of group pressure toward uniformity, hidden agendas, distortion of verbal perceptions, leadership styles, reference groups, etc., will be addressed through readings, discussion and video tape role play. *3 credits*

CN 432 Environmental and Community Studies

Course is designed to acquaint the student with the history, philosophy, theory and practice of the mental health movement. Topics to be covered are: mental health care and community involvement, education and outreach in community settings, mental health consultation, mental health promotion and prevention systems. *3 credits*

CN 433 Counseling Diverse Populations

Implications for counseling diverse populations will be examined. Specific topical areas are: distinct multi-cultural groups, changing roles of women and men, sub-cultures and the handicapped. *3 credits*

CN 445 Coping with Adolescent Trauma

This course will provide ways of dealing with trauma in young people and the environmental effects of both home and school related to life-threatening illness. An additional aspect of the course will address the dynamics of adolescent depression with special emphasis on the suicidal adolescent. *3 credits*

CN 448 Psycho-social Issues in Gerontology

The physiological, psychosocial, developmental and crisis issues of aging will be explored along with resources for meeting the needs of people in their later years. Retirement, leisure, housing, health care, and death and dying are among the issues discussed. *3 credits*

CN 451 Introductory Laboratory in Counseling

Taken early in the student's program, this course includes the professional orientation to the counseling role: history and philosophy, ethics, legal considerations, licensing and role identity. In addition, students will acquire a specialized knowledge of the skills needed to work effectively in the professional setting in which they plan to practice. Sixty clock hours of volunteer work and/or observation in a school or agency setting will be required. *3 credits*

CN 452 Human Relations Training for Personal Effectiveness

This laboratory course will assist participants to observe their interpersonal behavior in a number of ways. Students will examine assumptions, values and goals seeking to adapt new ones should old attitudes prove invalid to the participant. Communication skills and quality responses which include emphatic components will be addressed. *3 credits*

CN 453 Helping Skills for the Professions

This course is designed for professionals who are, or were, non-counseling majors in their graduate program and are interested in learning basic skills in counseling. Such persons may be classroom teachers, special education personnel, managers in business, or in any profession in which helping skills are necessary to further interaction with people. *3 credits*

CN 455 Group Process

Laboratory course with focus on group tasks in an interpersonal context. Students will observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the laws of their development. *3 credits*

CN 457 Career Development: Theory and Practice

The psychology of work and theories of career development will be covered. Vocational interest tests and the uses of various counseling techniques will be explored. The emphasis of the course is on career counseling and guidance throughout the life span. *3 credits*

CN 510 Introduction to Rational Emotive Therapy

This course will introduce the student to the theory and methods of Rational Emotive Therapy (RET) as developed by Albert Ellis and modified by Maxie Maultsby into Rational Behavior Therapy (RBT). The focus on the course will be on practical ways RET and RBT may be employed in counseling. (Prerequisite: 6 credits to include PY 435, 441, 442 or 446) *3 credits*

CN 531 Techniques and Procedures in Guidance

Following an earlier understanding of the philosophy and principles of guidance, students are exposed to specific techniques procedures and materials used in secondary school guidance programs. This includes an introduction to the use of microcomputers. (Prerequisites: PY 536, CN 451, 457) *3 credits*

CN 550 Introduction to Family Counseling

This course will survey the field of family therapy with special emphasis on predominant approaches currently practiced. Major theoretical orientations developed by Minuchin, Haley, Satir, Ackerman, Whitaker and other leading theorists will be explored and evaluated. (Prerequisites: 6 credits to include PY 435, 441, 442 or 446) *3 credits*

CN 551 Counseling the Single Parent Family

This course is designed for students interested in the dynamics and difficulties of counseling the single parent family. The emphasis of the course will be developmental and systems oriented. The interaction and roles of family members with others inside and outside the structural framework of the family will be studied in depth. (Prerequisites: 6 credits to include PY 435, 441, 442, or 446) *3 credits*

CN 552 Systemic Family Therapy

This course will focus on the major systemic approaches to family therapy. Specific techniques developed by these theoretical approaches will be explored, including communication strategies (reframing, paradox, etc.) and structural interventions, boundary negotiation and family adaptation. (Prerequisite: CN 550) *3 credits*

CN 553 Counseling Pre-Practicum

Introductory course designed to equip the student with the various techniques of interpersonal communication and their application in counseling. The counseling process will be studied from the conceptual viewpoints of the phenomenological, humanistic trend. Major emphasis is on role playing with the use of video tape and one-way mirror observation. (Prerequisites: all basic psychology courses and all 400 level course work) *3 credits*

CN 554 Group Counseling Pre-Practicum

Students explore the dynamics of interpersonal relationships in a laboratory setting as participants in a group and observers of a group. Focus is on the identification of the structure of counseling groups and analysis of the dynamics that render them therapeutic. (Prerequisite: CN 553) *3 credits*

CN 555 Advanced Counseling

For those working as counselors in a professional setting or who have taken a practicum in Counseling, Advanced Concepts in Counseling. Use of video tape. Permission of department. *3 credits*

CN 556 Group Counseling Practicum

Advanced laboratory course for counselors, psychologists or mental health workers. Students will further enhance their leadership skills in working with a therapeutic group. (Prerequisites: CN 451, CN 554) *3 credits*

CN 558 Practicum in Counseling

Weekly counseling experiences arranged with the students in schools or agencies, depending on the type of setting in which the student hopes to be employed. Weekly supervision at the University in one-to-one counseling. Video or audio taping at the site of the practicum required for supervision; 120 clock hours required. *3 credits*

CN 559 Practicum in Family Therapy I

Supervised outside training experience designed to meet the requirements of American Association for Marriage and Family Therapy. Weekly seminars for consultation and discussion of case management. The student will be expected to work with 2 to 3 families at all times and spend at least 15 hours a week in this activity. There will be one-on-one individual supervision for every 10 hours of student training. (Prerequisite: CN 550; CN 552; CN 553; CN 561; CN 562) *3 credits*

CN 560 Practicum in Family Therapy II

Continuation of CN 559. (Prerequisite: CN 559) *3 credits*

CN 561 Family Intergenerational Relations

This course will explore theory and techniques related to intergenerational marital and family problems, such as marital dissolution, blended families, alternate family life styles, family transitions and death/loss in families. (Prerequisite: six hours of psychology completed or concurrent) *3 credits*

CN 562 Human Sexuality and Sexual Dysfunction

Course examines issues related to sexuality in human life and treatment of sexual dysfunctions. Issues also include sexual value systems, forms of sexual conduct, and sexuality across the life span. (Prerequisite: CN 550; CN 561) *3 credits*

CN 563 Psychopathology and Diagnosis of the Family

Concepts of psychodynamics and psychiatric diagnosis are examined along with family diagnostic procedures. Ways of working with psychopathological families will be explored. (Prerequisite: CN 550; CN 551; CN 553; CN 561; CN 562) *3 credits*

CN 565 Professional/Ethical Issues in Family Therapy

This course will examine confidentiality, moral questions, ethical codes (including AAMFT and APA), legal issues, referral procedures, consultation, use of diagnostic instruments, interdisciplinary relations, accountability, licensure, private practice. (Prerequisite: Completion of CN 559) *3 credits*

CN 566 Research in Family Therapy

Purpose is to develop knowledge of family therapy research trends, design of family therapy studies, methods of evaluation of therapy practices, and skill in evaluating process and outcome research. (Prerequisite: 18 hours in family therapy coursework) *3 credits*

CN 580 Internship in Family Therapy I

Internship placement will in a family therapy setting with a 20 hour per week commitment. Supervision by University faculty and placement supervisor. (Prerequisite: Completion of CN 559) *3 credits*

CN 581 Internship in Family Therapy II

Continuation of CN 580. *3 credits*

CN 590 Internship in Counseling

Interns are supervised within the actual setting in which the student is placed. University faculty make periodic visits to the internship placement. The internship requirement is 200 clock hours per semester and may be fulfilled on a full- or part-time basis. Internship arrangements are made by the student with the assistance of the instructor. (Prerequisite: Permission of department faculty) *3 credits*

CN 595 Independent Study in Counseling

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance. *3 credits*

School and Applied Psychology

Alexander Tolor, *Program Director*

Psychology has made, and continues to make, significant contributions to the quality of life in our changing society. These contributions are noted in such areas as improvement in child-parent relationships, increased self-understanding, prevention of adjustment failures, restoration of psychological well-being and maximizing the human potential. With these considerations in mind, students may choose to concentrate on a specific career-related program of study, such as school psychology, or they may select particular courses to enhance their effectiveness in a variety of work areas that are not specifically identified as psychological services but in which psychological insights are helpful.

The faculty have established close working relationships with various settings in which psychological services are provided. Included among these are schools, child guidance clinics, family agencies and corporations having human resource development services.

The **school psychology** program subscribes to the philosophy that students should be broadly educated and trained for a profession that serves people. In order to further the understanding of the complexities of human behavior, there must be an adequate grounding in concepts drawn from psychological science as well as a familiarity with the social and biological conditions that are basic to normal and deviant human development. The program covers a wide range of approaches, introduces students to them, and encourages students to evaluate their own responses from scholarly study and from an examination of themselves.

Coursework encompasses the processes of healthy psychological development, interferences in such development, and interventive procedures intended to create a more favorable environment for learning and for improvement of the child's functioning.

The specific school psychology curriculum meets Connecticut Certification requirements and permits the student to earn a Master's degree and to complete nearly all requirements for a sixth year Certificate of Advanced Study.

The Master of Arts program in **applied psychology** offers courses in psychology, combined with selected courses from other programs and schools of the University. The intent is to develop an individualized program to help prepare students to deal with a range of human problems and interactions in business, industry and the public sector. Typically, the formal educational experiences are supplemented by subsequent training in a work setting.

A somewhat different program is available to students seeking a Master's degree with a concentration in psychology. Some of these students wish to strengthen their academic background before pursuing doctoral studies in psychology at another institution. A personalized program of studies may be arranged in consultation with the faculty.

Applied Psychology

Requirements for the **Master of Arts** degree are based on the student's undergraduate preparation in psychology and career goals.

1. Completion of 30 credits of approved courses, of which 18 credits must be in psychology.
2. Comprehensive Examination.

Certification Program in School Psychology

Connecticut certification standards for school psychologists do not require prior experience in teaching or teacher training. State certification standards require at least 45 credits of study, including two field work experiences, and the completion of a successful full-year's internship, for which the University grants six additional credits. Our requirements exceed the minimum State requirements in that we normally require 51 credits of study, including the two field work experiences, prior to the full-year's internship.

However, waivers may be granted for certain introductory or intermediate graduate courses if the student has already completed comparable study at the graduate or undergraduate level with acceptable grades within a period of nine years prior to admission to the program. In some instances, therefore, a student may need to conform only with the minimum 45 credits required by the State prior to the internship.

An interview with a faculty member is encouraged for all students considering enrollment in the certification program. Once study is begun, students are to arrange for interviews with two full-time faculty members before the completion of the 12 credits required to continue in the program. Planning of coursework is done in consultation with a faculty advisor.

On completion of the prescribed program of study and the recommendation of the School, students qualify for a two-year provisional certificate in school psychology. This certificate permits them to arrange for a year's internship of 180 days in a school year, spent in a school setting, or divided equally between a school and a clinical setting. Consideration may be extended to permit a student to spend one school term in each of two successive school years in internship to satisfy the requirement. On satisfactory completion of the internship, the student is awarded a provisional certificate in school psychology.

Requirements (45-51 credits)

1. Required courses without prerequisites

| | |
|--------|---|
| ED 229 | Philosophical Foundations of Education |
| PY 430 | Issues in Professional Practice |
| PY 433 | Behavioral Statistics |
| PY 441 | Psychology of Personal Adjustment |
| PY 446 | Developmental Psychology I: Childhood and Adolescence |
| SO 412 | Contemporary Social & Cultural Issues |
| SE 413 | Introduction to Learning Disabilities |
| PY 434 | Applied Theories of Learning |
| PY 435 | Psychology of Personality |

2. Required courses with prerequisites

| | |
|--------|--|
| PY 548 | Psychotherapeutic Interventions in Schools |
|--------|--|

| | |
|--------|---|
| PY 536 | Educational and Psychological Testing |
| PY 538 | Educational and Psychological Assessment I |
| PY 539 | Educational and Psychological Assessment II |
| PY 540 | Projective Techniques I |
| PY 541 | Projective Techniques II |
| PY 576 | Field Work in Child Study I |
| PY 577 | Field Work in Child Study II |
| PY 598 | Internship in School Psychology I |
| PY 599 | Internship in School Psychology II |

3. Electives (Consult course descriptions for prerequisites)

| | |
|--------|---|
| PY 439 | Community Psychology |
| PY 442 | Abnormal Psychology |
| PY 449 | Clinical-Child Neuropsychology |
| PY 450 | Theories of Child Psychotherapy |
| PY 471 | Effective Interviewing |
| PY 530 | Behavior Therapy |
| PY 535 | The School Psychologist as Consultant |
| PY 542 | Rorschach Techniques I |
| PY 543 | Rorschach Techniques II |
| PY 548 | Psychotherapy for School Psychologists |
| PY 549 | Neuropsychological Assessment of Children |
| PY 571 | Research in Psychology |
| PY 575 | Short-term Psychotherapy |

Students in the school psychology program are expected to satisfy the requirements for the **M.A. degree**, provided they have not already received the degree. These requirements include completion of the course, Philosophical Foundations of Education, and the passing of the comprehensive examination. On completion of 33 credits of graduate study (including transfer credits, if approved by the Dean), the student is then eligible to receive an M.A. degree. The balance of credits required in the program may be applied to the **Certificate of Advanced Study**.

In view of the great responsibility which the School has in ensuring adequate protection to the children and other individuals served by school psychologists and to the profession, the faculty reserves the right to discontinue in the program those students whose academic performance in advanced courses is marginal,

those who perform poorly on the comprehensive examination, or whose behavior characteristics are inappropriate. Such students may be denied recommendation for certification.

Students who intend to meet requirements for the **standard** certification in Connecticut are required to complete three years of satisfactory experience after receipt of the provisional certificate as well as 15 credits of additional study. A minimum of three credits of further study is required in each of these three areas: (1) family relationships and sociological factors; (2) research; (3) related disciplines, e.g., speech pathology, language development, special education, community resources. Six credits may be earned in study of elective subjects. In the process of completing requirements for a standard certificate, a Certificate of Advanced Study is awarded.

Bilingual School Psychology

Thomas deTullio, *Coordinator*

Master of Arts and Certificate of Advanced Study

Requirements: Applicants must demonstrate proficiency in English and one other language.

See requirements under "General Regulations," page 43. A program of studies is individually planned for each student. Required courses are as specified below. At the discretion of the coordinator, some courses may be substituted.

For descriptions of ED courses, please refer to Teaching and Foundations section, pages 82-99.

| | |
|--------|--|
| ED 471 | Multicultural Education: Perspectives |
| PY 433 | Behavioral Statistics |
| PY 435 | Psychology of Personality |
| PY 441 | Psychology of Personal Adjustment |
| ED 431 | Testing & Assessment Bilingual/ESOL |
| ED 441 | Teacher and Pupil in the Multicultural Classroom |
| ED 423 | Principles of Bilingualism |
| PY 538 | Educational & Psychological Assessment I |
| PY 540 | Projective Techniques I |
| SE 413 | Introduction to Learning Disabilities |
| PY 539 | Educational & Psychological Assessment II |
| PY 541 | Projective Techniques II |
| ED 426 | Methods and Curriculum in Bilingual Education |
| PY 536 | Educational and Psychological Testing |
| ED 485 | Socio/Ed Issues in Bilingual Education |
| PY 548 | Psychotherapeutic Interventions in Schools |
| PY 434 | Applied Theories of Learning |
| PY 576 | Field Work in Child Study in Bilingual Settings |
| PY 598 | Internship in Bilingual School Psychology |
| PY 599 | Internship in Bilingual School Psychology |
| ED 572 | Consultation in Bilingual Schools & Communities |

Course Descriptions

PY 409 Introduction to Human Neuropsychology

History of brain-behavior relationships. Overview of defectology. Psychological approaches to assessment: Halstead-Reitan, Luria. *3 credits*

PY 430 Issues in Professional Practice

An introduction to the practice of school psychology. The mental health role of the school psychologist, the processes of assessment and intervention, the practice of consultation, communication with parents and the community. On-site visits to school psychologists. *3 credits*

PY 433 Behavioral Statistics

A study of elementary descriptive and inferential statistics with emphasis on applications in the behavioral sciences. Topics studied include measures of central tendency, variability, normal distributions, z and t scores, and statistical tests of significance. *3 credits*

Py 434 Applied Theories of Learning

Presents the major learning theories as they relate to various psychological problems (behavioral, emotional and psychoeducational) within the school and home setting. *3 credits*

PY 435 Psychology of Personality

A comprehensive approach to an understanding of personality formation through a survey of viewpoints of leading theorists such as, Freud, Jung, Adler, Horney, Sullivan, Allport, Maslow and others. *3 credits*

PY 439 Community Psychology

Applications of psychology for the improvement of the quality of life in communities. Identification of needed services for groups and communities; enhancement of citizen involvement. Effective communication with key community figures and with community groups. Alternatives for career development of the community psychologist. *3 credits*

PY 441 Psychology of Personal Adjustment

A study of the process of adjustment of normal individuals; identification of abnormal adjustment reactions; applications of mental health principles to school, family and community settings. *3 credits*

PY 442 Abnormal Psychology

Covers a wide range of psychopathological conditions, the symptoms and dynamics involved, their etiologies, with special emphasis on child pathology. *3 credits*

PY 446 Developmental Psychology I: Childhood and Adolescence

A study of the processes of human development from birth through adolescence. Stages of physical growth are detailed. Family life, sub-cultural factors, and school experience are evaluated for their effect on personality. Drug abuse and psychological disorders are identified. The clarification of self and preparation for the world of work are traced. *3 credits*

PY 447 Developmental Psychology II: Adulthood and Aging

An intensive examination of the processes of human development from young adulthood through old age with an emphasis on middle adulthood. The characteristics of each of the stages along with the major issues of each will be studied in the light of the person's past and future. *3 credits*

PY 449 Introduction to Clinical-Child Neuropsychology

This course provides a beginning understanding of the relationship between brain dysfunction and disordered learning and emotions. *3 credits*

PY 450 Theories of Child Psychotherapy

This course will offer an introduction to the major models of individual and group child psychotherapies. Emphasis will be placed upon the theoretical bases, research support and differential value of current treatment modalities. Attention will be paid to specific child psychotherapies such as play therapy, behavior therapy, parent training, chemotherapy and family therapy. Participants will be exposed to a variety of actual case materials for demonstration. The ethics, rights and confidentiality of child evaluation and treatment will be reviewed. *3 credits*

PY 471 Effective Interviewing

This course is designed to offer training to individuals whose work requires a high level of skill in communication. The emphasis is on defining the goals of the interview, on the best means for achieving these goals, on attending to overt and covert language and non-language messages, and on dealing with the emotional dimensions of the interview. *3 credits*

PY 490 Neuropsychology of Language Pathology

Normal language development and child language pathology. Language dysfunction and appropriate assessment procedures; motor-expressive and sensory-perceptual disorders (semantic, phonemic, etc.). *3 credits*

PY 530 Behavior Therapy

A one-semester, introductory course on behavior therapies: their origins, assumptions, learning theories and techniques. The focus will be on respondent and operant therapies, but will also integrate some of the recent methodologies such as rational-emotive and cognitive therapies. (Prerequisite: PY 441 or PY 442) *3 credits*

PY 535 The School Psychologist as Consultant

Primarily for school psychologists in the field and for advanced graduate students. Intended to develop skills to handle practical demands placed on school psychologists. Covers modes of leadership, principles of group dynamics, communication theory, consultant and problem-solving roles required for planning and placement and for improved parent-school-staff relationships. Also treats program development and evaluation skills, ethical practices, paraprofessional skills, and parent/child advocate functioning. *3 credits*

PY 536 Educational and Psychological Testing

Concepts and principles of educational and psychological testing and encompassing purposes, characteristics and types of tests, administration, scoring and interpretation of test results. Emphasis on aptitude, interest and achievement testing. (Prerequisite: PY 433) *3 credits*

PY 538 Educational and Psychological Assessment I

Introduction to the background and principles of individual assessment techniques. Special problems of psychodiagnostic testing of minority group children will be considered. Major emphasis will be placed on the administration, interpretation and reporting of the Wechsler Scales. (Prerequisites: PY 536, 441, 446) *3 credits*

PY 539 Educational and Psychological Assessment II

The integrated use of psychodiagnostic tests in case study. Demonstration and practice in the Binet, I.T.P.A., McCarthy Developmental Scales, Bender-Gestalt, Goodenough Drawing, WRAT, SOMPA and related instruments, designed to assess intellectual, perceptual and psychoeducational functioning. (Prerequisite: PY 538) *3 credits*

PY 540 Projective Techniques I

Intended to give an appreciation of the nature and purpose of projective instruments, and to sensitize the student to careful and systematic observation of clients. The Bender-Gestalt Test, projective drawings and sentence completion test are among the instruments studied. (Prerequisites: PY 435, 538) *3 credits*

PY 541 Projective Techniques II

Advanced course which prepares students for administration, scoring, and interpretation of selected thematic tests. (Prerequisite: PY 540) *3 credits*

PY 542 Rorschach Techniques I

Advanced course providing training in the administration, scoring, interpretation, and report writing of the Rorschach techniques. Both semesters of Rorschach courses required to fulfill standards of adequate professional practice. (Prerequisites: PY 540, 541) *3 credits*

PY 543 Rorschach Techniques II

Intended not only to equip students for adequate administration and scoring but also to prepare for making valid independent interpretations of the Rorschach technique and to write integrated psychological reports. (Prerequisite: PY 542) *3 credits*

PY 548 Psychotherapy for School Psychologists

This course is intended to sensitize the student to the meaning of specific therapeutic transactions with children and their parents. Access to clients is required. For advanced students by permission only. *3 credits*

PY 549 Neuropsychological Assessment of Children

Evaluation of symptoms and developmental history. Interpretation of developmental, systems, cognitive and educational tests as to level and qualitative information leading to a treatment plan. (Prerequisite: permission of the instructor) *3 credits*

PY 571 Research in Psychology

Focuses on applied human research. Aims to encourage students to pose relevant research questions that may be resolved through scientific methods, to acquaint students with research designs, to enable students to become informed consumers of research reports by evaluating the bases for conclusions reached, and to stimulate interest in doing research. (Prerequisites: PY 433, 536) *3 credits*

PY 573 Parent Communication

Techniques of communication in improvement of parent-school relations, interpretation of psycho-educational recommendations, conduct of parent support groups and consultation in crisis situations. *3 credits*

PY 575 Short-Term Psychotherapy

This course is designed for professional workers, including psychologists and social workers in agencies, institutions, schools or (if qualified) private practice. Short-term therapeutic procedures and limited goals are stressed. Each participant comes prepared to report on client contacts on an ongoing basis. For advanced students by permission of instructor. *3 credits*

PY 576 Field Work in Child Study I

Field work in the evaluation of intelligence and adjustment status of students in school settings. Assistance given in arrangement for the field placement; weekly seminar attendance is required; 20 days of on-site experience over a period of weeks are required. (Prerequisites: PY 538, 540, successful completion of the comprehensive examination) *3 credits*

PY 577 Field Work in Child Study II

Field work in the evaluation of children in a child service agency or mental health clinic. Assistance in placement arranged; weekly seminar attendance is required; 20 days of on-site experience, distributed over a period of weeks, are required. (Prerequisites: PY 576; completion of or concurrent enrollment in PY 539 and PY 541) *3 credits*

PY 598 Internship in School Psychology I

Semester experience of 90 days in school or clinical setting under joint supervision of faculty and school/agency psychologist. (Prerequisite: completion of all coursework for special provisional certification in school psychology) *3 credits*

PY 599 Internship in School Psychology II

A second semester of 90 days in school or clinical setting. (Note: certification requires a minimum of 90 days in school experience.) Supervision by faculty and school/agency psychologist. (Prerequisite: completion of PY 598) *3 credits*

SO 412 Contemporary Social and Cultural Issues

A survey of recent changes in family living and opportunities for women and minorities in education and work. The impact of legal protection and interpretations for these groups is evaluated. Study of the effect of technological advances on work patterns, the preservation of peace, and the domestic economy. Programs for the protection of the quality of the environment. *3 credits*

Special Education

Margaret C. Deignan, *Program Director*

The primary objective of the program in special education is the training of teachers to serve the needs of exceptional children requiring specialized educational and behavioral management approaches to facilitate their reaching maximum learning potential.

The program provides the courses necessary for State certification in the teaching of handicapped children and offers a unique bilingual option. The program also offers courses in teaching the gifted and talented child.

Requirements for the Master of Arts and the Certificate of Advanced Study

Special Education

The Master's degree and Certificate of Advanced Study programs in special education are individually planned according to each student's needs, interests and background. The programs require 33 credits and 30 credits, respectively.

On the Master's level the student is required to take 24 credits in special education including Seminar (SE 599). ED 429 is a general requirement for all Master's candidates. A comprehensive examination is required and six credits of elective courses are permitted.

In addition to the individually designed program, candidates for the C.A.S. are required to take SE 540 (C.A.S. Practicum) and ED 534, Theories of Learning. A C.A.S. major in special education requires a minimum of 18 credits within the program, and six credits of elective courses with approval are permitted.

Bilingual Special Education

Thomas deTullio, *Coordinator*

Applicants must demonstrate proficiency in English and one other language.

A program of studies is individually planned for each student and normally requires 39 credits. The following represent the required courses. At the discretion of the coordinator some courses may be substituted.

For full descriptions of courses please refer to the Teaching and Foundations section for ED courses and to Special Education for SE courses.

| | |
|-------------------------|--|
| SE 413 | Introduction to Learning Disabilities |
| SE 561 | Diagnostic Procedures in Special Education |
| ED 431 | Testing and Assessment-Bilingual-ESOL |
| ED 461 | Reading in the Bilingual Classroom |
| SE 432 | Management Techniques in Special Education |
| ED 423 | Principles of Bilingualism |
| SE 535 | Clinical Teaching I |
| SE 536 | Clinical Teaching II |
| ED 426 | Methods and Curriculum-Bilingual Education |
| ED 485 | Socio-Ed: Issues in Bilingual Education |
| SE 403 | Issues and Problems in Special Education |
| SE 591 and SE 592 | Practica |

Certification Requirements

The following represent the current State requirements for certification as a Teacher of Handicapped Children.

To receive a provisional certificate endorsed for special education, an applicant must present evidence of meeting general and specific basic requirements as mandated by the State Department of Education. Programs for certification will be specified on an individualized basis in a series of meetings with the candidate's advisor.

The certification program in special education at Fairfield University is sequentially organized across categories. This format provides a frame of reference for the evaluation of learning strengths and weaknesses of each child. This evaluation of perceptual, language and cognitive functioning is used as the basis for deriving a prescriptive curriculum for the handicapped child.

The planned program in special education is presented according to the format of the State certification law for preparation and includes courses in the following areas:

1. Psychoeducational Theory and Development of Handicapped Children

Developmental growth from infancy to adulthood is a baseline against which handicapped children are viewed.

2. Diagnosis of Handicapped Children

Students possessing developmental information can view each handicapped child against this background and thereby assess developmental strengths and weaknesses.

3. Program Planning and Education of Handicapped Children

Survey, analysis and evaluation of programs available for handicapped children. Theory, development, diagnostic procedures, curricula and methods will be used as the baseline for comparison.

4. Curriculum and Methods of Teaching Handicapped Children

The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of remedial education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, span of attention, pace of information processing, capacity for organization, capacity for relationships and momentary motivational states.

Opportunity is provided within the special education program for teachers to be exposed to such variables. The teacher is expected to learn to observe children, to understand them and to modify theoretical programs to fit the child variables. The teacher is expected to be able to shift gears, to shift areas and to utilize several alternative approaches to the same end goal.

5. Practica

The practica are designed to give students opportunities to engage in actual teaching situations under supervision by university, school and agency personnel. They provide situations in which to observe and evaluate the ability of the students to translate classroom learning into effective teaching.

Practicum requirements are settled individually in meetings with faculty advisors.

6. Special education course planning will be in concert with the student's advisor.

Course Descriptions

Special Education

SE 403 Issues & Problems in Special Education

This course is designed to introduce special education, regular education and other related service majors to a variety of complex issues and problems in special education. Emphasis will be placed on themes such as: labeling of children and youth, mainstreaming, programming for instruction, de-institutionalization, parent-school involvement, early identification, the learning process and the changing role of special education. *3 credits*

SE 409 Introduction to Human Neuropsychology

History of brain-behavior relationships. Overview of defectology. Psychological approaches to assessment: Halstead-Reitan, Luria. *3 credits*

SE 411 Introduction to Mental Retardation

This course is designed to develop an understanding and working knowledge of mental retardation. The emphasis is on the definitional, medical, psychosocial and educational issues that affect the lives of people who have been diagnosed as being mentally retarded. *3 credits*

SE 413 Introduction to Learning Disabilities

This course introduces learning disabilities by providing a history, a definition and a review of research. A conceptual model is introduced with supporting developmental rationale for inclusion. *3 credits*

SE 417 Introduction to the Emotionally Disturbed Child

This course introduces emotional disturbance in children by comparing normal and atypical patterns of personality growth from infancy through adolescence. *3 credits*

SE 432 Management Techniques in Special Education

This course is designed to offer training in techniques for improving the academic and social behavior of students with behavior problems. Content will include such topics as: behavioral observation and analysis, task analysis, intervention strategies and measuring and recording behavior change. This course is available to all students who work with people to affect behavioral change. *3 credits*

SE 436 Administration of Educational Tests

A course designed to include selection, administration, scoring and interpretation of individually administered educational achievement and diagnostic instruments. *3 credits*

SE 437 Testing for Special Education

The general aim of this course is to familiarize the student with the requirements of good testing practice. It will treat the criteria by which tests are to be evaluated. It will consider the special problems of those who work with handicapped students or those in need of remedial help. An attempt will be made to develop an appropriate vocabulary and to introduce the student to some of the more widely used standardized tests and to sources of test information. *3 credits*

SE 440 The Learning Disabled Adolescent in the Secondary School

This course will present models and instructional strategies for the delivery of educational services to the learning disabled students in the junior and senior high schools. Emphasis will be placed on support to content area subject matter, organizational techniques and interdepartmental communication and cooperation. *3 credits*

SE 441 Parents & Families of Disabled Individuals

This course is designed to introduce students to the dynamic family network of disabled persons. Emphasis is on the psychosocial stages of family structure and systemic interaction. Family systems theories, their clinical applications, the grief process, family coping strategies and significant professional issues for family therapists, counselors, special educators, psychologists, nurses and other human service personnel will be explored. *3 credits*

SE 442 Intervention Strategies for Working with Families of the Disabled

Training for students who work with family members of disabled persons. Interview techniques, intervention strategies for effective communication and change are highlighted. Illustrative clinical cases are presented. *3 credits*

SE 449 Introduction to Clinical-Child Neuropsychology

This course provides a beginning understanding of the relationship between brain dysfunction and disordered learning and emotions. *3 credits*

SE 459 Developmental Reading: Implications for Special Education

This course is designed to present basic approaches to the teaching of reading. Special attention will be extended to the correlation of individual learning styles of special education students with appropriate reading goals, strategies and tactics. *3 credits*

SE 490 Neuropsychology of Language Pathology

This course deals with normal language development in children, deviant language functioning and assessment of language pathology. *3 credits*

SE 492 Neuropsychology of Impaired Learning

This course deals with neuropsychological research theories relevant to information processing and learning. Normal and impaired learning are highlighted. *3 credits*

SE 500 Independent Study in Special Education

Provides the opportunity for advanced students to pursue their interest in diverse aspects of special education under the guidance of a faculty member. (Prerequisite: permission of the Program Director) *3 credits*



SE 535 and 536 Clinical Teaching I and II

A six-credit sequence required of all certification candidates. The broad purpose of the two courses is to develop clinical teaching skills based upon diagnostic and observational information viewed within the concept of a learning model. The approach will be noncategorical in nature and will explore such topics as identification of learning needs and goals; determination of educational content; selection and organization of materials and selection of educational environments. (Prerequisites: SE 413, SE 561)

3 credits

SE 537 Curriculum & Methods in Mental Retardation

Curricula and methods currently in use with mentally retarded students. The school years will be treated specifically as they affect mildly and moderately mentally retarded students' ability to be learners. (Prerequisite: SE 411)

3 credits

SE 540 C.A.S. Practicum

Candidates will complete a project involving field work and/or research in special education. This course cannot be used to fulfill certification requirements. (Prerequisite: permission of Program Director)

3 credits

SE 549 Neuropsychological Assessment of Children

Evaluation of symptoms and developmental history. Interpretation of developmental, systems, cognitive and educational tests as to level and qualitative information leading to a treatment plan. (Prerequisite: permission of the instructor)

3 credits

SE 552 Workshop in Special Education

Psychological and educational procedures relevant to the diagnosis of the child who is exceptional will be considered. Diagnostic profiles will be interpreted in terms of developmental and remedial educational techniques. (Prerequisites: SE 413, SE 535, SE 561, SE 536)

6 credits

SE 561 Diagnostic Procedures in Special Education

Evaluation of the learning abilities of exceptional children using formal and informal approaches. (Prerequisite or concurrent: SE 413)

3 credits

SE 585-586 Internship in Special Education

Two three-credit courses each involving one full semester of full-time teaching experience with exceptional children. Fulfills all student teaching requirements for Connecticut state certification in special education when student spends one full year (two semesters) in this position. Arrangement of internship made by University faculty; supervision by University faculty and school system; seminar attendance is required. (Prerequisite: permission of the Practica Coordinator)

3 credits each course; total 6 credits

SE 591-592 Practica in Special Education

Two three-credit courses each involving an effective teaching experience with at least two different exceptional populations and/or different special education settings. Each student is required to complete an eight-week teaching experience with a full semester of seminar for each course. Arrangement of practica made by University faculty; supervision by University faculty and school system; seminar attendance is required. (Prerequisite: permission of the Practica Coordinator)

*3 credits each course;
total 6 credits*

Talented and Gifted

SE 421 Education of the Talented and Gifted

An introductory course focusing on the characteristics of and programming for the gifted and talented child. Emphasis will be placed upon identification techniques appropriate to the intellectually superior student, the creative student and the talented student. *3 credits*

SE 423 Differentiated Curriculum for the Gifted and Talented

This course will focus on the special learning styles of different groups of gifted and talented children and curriculum approaches that are appropriate for children with exceptional intellectual ability, children with exceptional creative ability, children with exceptional spatial ability, children with exceptional linguistic ability, and children with exceptional psychomotor ability. Methods of discovering learning style preferences will be considered. *3 credits*

SE 425 The Creative Process and the Creative Child

A course which will focus on the exploration of creativity through activities and theories, contemporary practices and research, and which will examine the implications of this paired approach for the education of the creative child. Attention will be given to the development and measurement of creativity in classroom settings as well as its growth in the individual. *3 credits*

SE 426 Development of Artistic Talent

In recognition of the increasing demand that the arts (music, theatre, dance and graphic arts) be placed in the regular (K-12) curriculum, the classroom teacher needs to become familiar with principles and methods to identify and support talented students in the arts as well as to be knowledgeable on programming for all students. The course will focus on *strategies* for uncovering aptitudes, *practices* for student development, model *course designs* which will utilize available art resources and suggest methods in career guidance. *3 credits*

SE 428 Special Topics — Talented and Gifted

This course takes an in-depth look at major issues in the field of talented and gifted such as differentiated curriculum, learning styles, teaching strategies to maximize the potential of the student at the elementary and secondary level. Emphasis is also placed on program models and techniques of evaluation. *3 credits*

SE 520 Practicum in Education of Gifted and Talented

Working under the supervision of a faculty member, students will complete an individual or group project involving field work in the area of talented and gifted. Students will work directly with artists, teachers, administrators and educational specialists in the completion of projects. (Prerequisite: permission of the instructor)

3 credits



Teaching and Foundations

Chester Stuart, *Program Director*

Anthony Costa, *Coordinator, Undergraduate Secondary Education*

Thomas deTullio, *Coordinator of Bilingual/Multicultural Education*

Joanna H. Nicholson, *Coordinator of Special Curriculum Areas*

The programs in teaching and foundations are concerned with early childhood, elementary and secondary school teachers. They give special attention — at all levels — to general problems of teaching: curriculum planning, methods of instruction and development of teacher competencies.

Professional improvement can be pursued through Master's and C.A.S. level programs of a general or a specialized nature. Concentrations are available in bilingual/multicultural education, environmental studies, American studies and early childhood. Certification in teaching of academic subjects at the secondary school level is offered for individuals preparing for the profession.

Requirements for the Master of Arts

1. Completion of 33 credits
2. Required courses
 - a. ED 429, Philosophical Foundations of Education (at beginning of program)
 - b. 18-21 credits, some of which may be specified, selected in consultation with the advisor
 - c. ED 599, Seminar in Research (at end of program)
3. Electives, 6-9 credits
4. Completion of a terminal written requirement

Requirements for the Certificate of Advanced Study

1. Completion of 30 credits
2. Required courses
 - a. ED 521, Comparative Philosophies of Education (at beginning of program)
 - b. ED 534, Theories of Learning
 - c. 15-18 credits, some of which may be specified, selected in consultation with the advisor
 - d. A practicum at the end of the program
3. Electives, 3-6 credits

Teaching Certification

1. Secondary Education (academic subjects except English)
 - a. A course in foundations of education, i.e., ED 429 or ED 521
 - b. A course in educational psychology, i.e., PY 446 or ED 534
 - c. A course in curriculum or methods of teaching, i.e., *ED 465 or ED 565
 - d. A course in special education
 - e. Supervised observation and student teaching, i.e., ED 381-382 or ED 383 or ED 401-402

*Required of applicants with no teaching experience.

2. English in Secondary Education
 - a. as stated in 1 above
 - b. as stated in 1 above
 - c. Methods courses in the teaching of English and reading, i.e., ED 466, Special Methods in Secondary School English and ED 459, Developmental Reading in the Secondary School
 - d. Supervised observation and student teaching
 - e. English credits (30 semester hours total) must include: EN 405, Literature for Young Adults; EN 307, Advanced Composition and Teaching Writing; EN 381, Linguistics or EN 382, Transformational Grammar

State regulations also require that students must pass an entry examination (or provide SAT scores of 1000 or better, with neither verbal nor math subscores less than 400), present a Quality Point Average of 2.67 and pass an exit examination to become certified by the State of Connecticut. Consult state regulations for all other requirements, including the credits required in teaching fields. Information related to most recent Connecticut Certification Regulations is available in the office of the Certification Officer.

Areas of Concentration

Courses in American studies, bilingual/multicultural education and special curriculum areas, i.e., environmental studies, early childhood, are described in this section following the cultural and teaching subject courses.

Course Descriptions

ED 345 Psychology of Adolescence

The study of human development from puberty to maturity, the so-called period of adolescence. The developmental tasks to be treated are: physical, intellectual, emotional, social, moral, vocational, sexual. Included in the study will be the problems and issues of drugs, pregnancy, sex education, suicides, runaways. *3 credits*

ED 381-382 Directed Observation and Supervised Student Teaching

A semester experience in local schools for students who have been approved as qualified candidates for teaching at the secondary level. Students will be involved four and one-half days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars are held one afternoon each week for discussion of student experiences and presentations on reading methods, audio-visual aids and other topics. Individual conferences are also held and each student is assisted, observed and evaluated by the University supervisor(s) and the cooperating teacher(s).

Given in the Spring Semester only; students must register by mid-term of the fall.

6 credits

ED 383 Teacher Observation (for students granted waiver of ED 381-2)

No credit

ED 401-402 Internship in Teaching

The student spends a minimum of one semester in a public school under the supervision of a clinical professor. *6 credits*

ED 415 Communication, Research & Reporting

This course is for foreign-born graduate students who need intensive work to improve their English skills, oral and written. It will demand dedication and hard work for five consecutive weeks. Students will see significant progress in both their communication and their writing ability. Since language should not be taught in a vacuum, increased understanding of American culture will also take place. There will be an opportunity each day for each student to talk to the teacher. *3 credits*

ED 418 Evaluating and Correcting Children's Written Work: Revision as Discovery

This course will cover four areas of the revising process: 1) student and teacher conferences and interaction in the revising process; 2) editing, leaving out and putting in; 3) group inquiry techniques for listening and questioning rather than explaining; and 4) critical thinking. For elementary and secondary teachers and for persons interested in revising and correcting their own writing. *3 credits*

ED 429 Philosophical Foundations of Education

This introductory course will be an application of the basic concepts of philosophy to education in general and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking and encourage personal commitment to his or her own philosophy of life. *3 credits*

ED 442 Individualized Materials for Reading

This course offers a variety of approaches to designing, constructing and implementing reading materials. Specific methods of organization and record keeping will be investigated as they relate to backgrounds, experiences and goals of the participants in the course. *3 credits*

ED 443 Innovative Ways for Teaching Children to Read

This course is designed to survey and evaluate trends, techniques, recent programs and materials in innovative reading approaches. A wide variety of recent developments in reading will be explored. Specific and varied approaches will be investigated as they relate to backgrounds, experiences and goals of the participants in this course. *3 credits*

ED 446 People, Places and Things: Integrative Approach to Science, Social Studies and the Arts

Participants will choose a theme for curriculum development based on personal histories, field trips, museum exhibits and hands-on experiences. As the classroom community grows, connections will be made between teaching and learning. Specific emphasis is placed on higher order thinking skills. *3 credits*

ED 447 Teaching Mathematics in the 80's

Study of child growth patterns in learning mathematics from a Piagetian point of view. Use of commercial and found objects to develop math concepts, e.g., Cuisenaire rods, Dienes blocks, attribute blocks, geoboards, junk materials and activity cards. Developing awareness of math in other subject areas. Developing ability to quantify and express mathematics relationships in many media. All activities are related to use in the classroom, K-8. *3 credits*

ED 448 Helping Students with Basic Math Deficits

Emphasis on concepts typically covered in grades 4-8, yet appropriate for any grade level in which students show those deficits. Diagnosis of math weakness and alternate ways to present topics in math. *3 credits*

ED 449 Mathematics and the Brain: Theory and Applications

A course designed to explore the relationship between intellectual functioning of the brain and the development of mathematical concepts in children, K-8. The course will offer a synthesis of theory and application with the primary focus on applications. *3 credits*

ED 450 Alternatives in Evaluation: The New 3Rs — Record, Reflect, Report

A course designed to facilitate teachers' evaluating the work of children to provide for appropriate curriculum and to report descriptively about children. Teachers will learn research techniques such as observation, interviewing, questionnaire development and record keeping.

3 credits

ED 452 FUNDamentals of Reading

Fundamentals of Reading is designed as an introduction to the practical components of reading instruction. The overview concentrates upon strategies for improving comprehension and interest in reading, methods of teaching reading and diagnostic techniques.

3 credits

ED 453 A Journal Workshop: Writing the Natural Way

Using the senses and arts to create a journal writing course that teachers can use to develop a model journal for themselves and their children; specific ideas on how journal writing can continue to motivate and reinforce thinking and writing skills; specific journal writing ideas which can connect to all areas of the curriculum and are grade appropriate.

3 credits

ED 454 Nature and Nurture of Reading Comprehension

The course will focus on the process of reading comprehension, an exploration of what it really is. Appropriate research will be presented. A major portion of the course will be devoted to demonstration and use of specific comprehension strategies for fiction and non-fiction, and for development of critical thinking skills. Reading materials and procedures will apply to K-12.

3 credits

ED 455 Reading in the Content Areas

Rationale and strategies for teaching reading in the various content areas. Focus will be upon strategies for diagnostic instruction and methods for concept development.

3 credits

ED 459 Developmental Reading in the Secondary School

Methods and materials for improving reading and study skills at the secondary level; the application of developmental reading skills in all curriculum areas.

3 credits

ED 460 The Educator in Industry

This course is sponsored by the General Electric Foundation in cooperation with Fairfield University. School systems in the surrounding towns are invited to nominate classroom teachers, administrators and school counselors to participate in the program. The purpose of this course is to enhance the educational expertise of participants in areas of career development and to develop resources that have the potential to impact on career counseling and curriculum development. Applicants apply through their local school system. The program is done on released time, because all sessions are held in business or industry. (Off Campus)

3 credits

ED 463 The Hunter Method: Instructional Theory into Practice

A course of study based on the Instructional Theory into Practice training program developed by Dr. Madeline Hunter, UCLA. Dr. Hunter has been the principal of the UCLA Demonstration Elementary School for the past 20 years. Her involvement in research on effective teaching led her to collate all studies done on what methods increased the probability of student learning in a classroom. Her scientific background and her expertise in organization allowed her to pull together the most important studies on teaching and learning and to create a logical scope and sequence of skills needed for successful instruction. This information has been incorporated into a teacher training, and refinement of skills for experienced teachers, program that has been achieving nationwide attention and acceptance. The course combines lecture, video tape viewing and analysis of teaching, actual teaching practicums, and discussion.

3 credits

ED 465 Teaching Methods for Secondary Schools

A treatment of teaching procedures and materials for aiding the learning process as they apply to classroom instruction in academic subjects in the secondary school. *3 credits*

ED 466 Special Methods in Secondary School English

The organizational pattern in which English can best be taught. An analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curricula materials, methods of organization; approaches to the study of literature and procedures most cogent in the field of grammar, composition, oral communication and dialogue. *3 credits*

ED 468 Curriculum for the 80's: New Age Teaching/Learning Strategies and Experiences

Recent brain-mind research and projects in classroom provide evidence that the affective/holistic mode of learning enables the brain to expand beyond its "normal" level in processing and communicating information. Course content will deal with the application of contemporary research and theories to curriculum design development and evaluation, as well as teaching/learning strategies and experiences in the classroom. *3 credits*

ED 470 Using Newspapers as Teaching Tools

An intensive one-week workshop designed to assist teachers at all grade levels and in all subject matter areas. Techniques in using the newspaper as an effective curriculum tool will be examined. Teachers will learn the anatomy of a newspaper, its changing role in today's society and how the news is gathered and reported. Strategies will be developed in various curriculum areas using the newspaper as a core resource. Conducted on campus and at the *Bridgeport Post-Telegram*. *3 credits*

ED 473 Educating Both Halves of the Brain

Implications of brain research for education. Research areas to be covered: right/left hemisphere, triune brain, holographic brain, brain growth periodization, sex differences, handedness, memory, imagery, consciousness and learning styles. Research findings will be related to teaching practices that appear to be compatible with what is known about how the brain works. Appropriate for all grade levels. *3 credits*

ED 474 Brain, Mind and Behavior

This course gives the student a comprehensive and up-to-date introduction to the human brain and its functions. The course starts with an introduction to the nervous system and its cellular machinery and proceeds through the psychobiological bases of sensation, perception, emotion, motivation, learning, memory and thinking. The final segments of the course deal with the malfunctioning brain as seen in schizophrenia, biogenic depression, mental retardation, Alzheimer's disease, etc., and the advances in neuroscience that will allow us to prevent, cure or at least deal with these problems. Intended for the layperson, the course incorporates material from the PBS series, "The Brain," as well as from other popular sources. No prerequisites. *3 credits*

ED 500 Independent Study in Teaching/Curriculum/Foundations

A self-selected activity by qualified students under faculty supervision. Options include field studies or library research. In-depth study of a problem for a specified time. Student must submit preliminary proposal, detailed research design, and a comprehensive report and evaluation. Frequent consultation with faculty adviser is required. *3-6 credits*

ED 501 Gesell Screening Workshop

A three-day screening workshop on assessment of pre-kindergarten, kindergarten and pre-first-graders — "A Developmental Point of View." (Off Campus) *2 credits*

ED 502 Gesell Readiness Workshop

A four-and-a-half day workshop designed to instruct students in the administration and interpretation of the School Readiness Test, determining the maturity level of school-age children. The course is devoted to philosophical and practical presentations in each of the morning sessions and instruction and assessment procedures in the afternoon. (Off Campus) *3 credits*

ED 503 Gesell Preschool Workshop

A four-and-a-half day workshop designed to instruct students in preschool assessment, determining the maturity level of preschoolers, and "how not to work with preschoolers." (Off Campus) *3 credits*

**ED 513 Summer Institute in Teaching:
Exploring Strategies for Growth
and Change (Revival for Teachers)**

Lectures, workshops, demonstrations, small group discussions with a nationally prominent faculty in an intensive week of graduate study. Sessions will include methods, organization, role of the teacher in curriculum building and the social environment of the school and what is taught implicitly by that environment. *3 credits*

**ED 514 Advanced Summer Institute in
Teaching (Revival for Teachers)**

An in-depth look at strategies for growth and change for teachers and administrators. Opportunities for mini-courses, seminars and lectures. (Prerequisite: ED 503) *3 credits*

ED 515 Creativity in Living and Learning

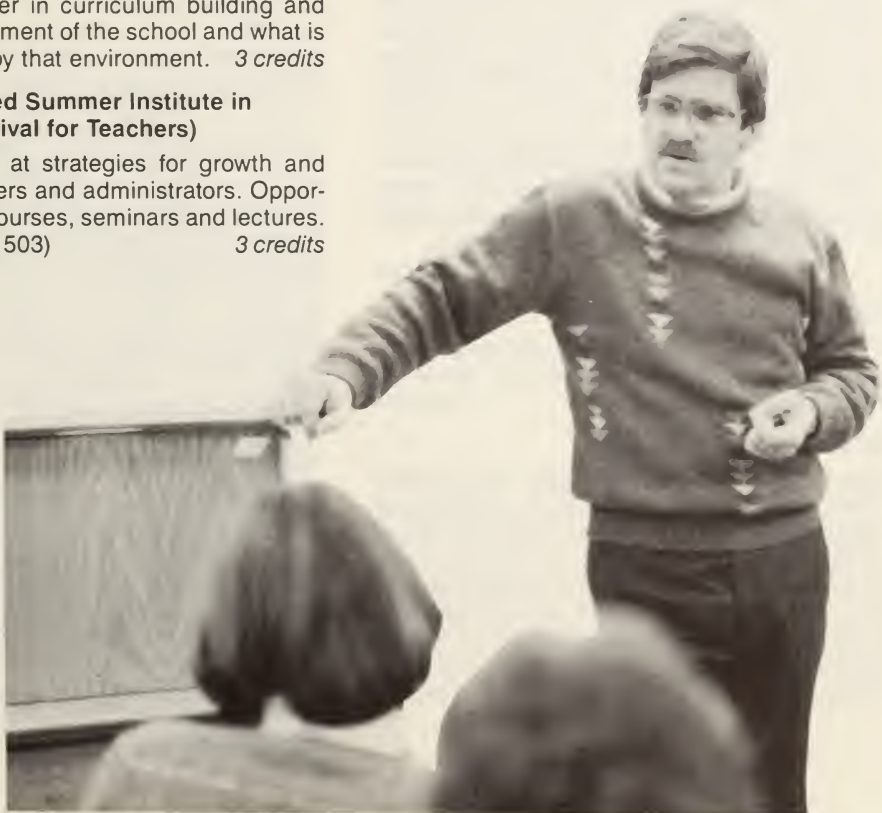
A week-long intensive workshop course in theatre exercises and improvisation for people interested in stimulating their own approach to living, learning and teaching — educators in gifted/talented programs and all other disciplines, artists, leaders of community groups, anyone involved in educational and community services. (Off Campus) *3 credits*

**ED 521 Comparative Philosophies of
Education**

A comparison of systems of philosophy currently influential in education as to their understanding of the purpose of philosophy and education, reality, knowledge, learning, society, school and values. *3 credits*

ED 522 Piaget: The Developmental Process

An exploration of Piaget's findings regarding the cognitive, affective and moral development of the young person and their implications for schooling practice. *3 credits*



ED 529 Philosophical Issues in Education

A systematic discussion of the problems of education (aims, agencies, content, method), until this discussion is reduced to an issue in metaphysics, epistemology, axiology. Educational panaceas will be examined against the frame of reference of each of the four major philosophies of education: idealism, realism, pragmatism, existentialism. The course will include an examination of current proposals, by modern educators, as appearing in recent monographs and periodicals. (Prerequisite: ED 429 or its equivalent) *3 credits*

ED 533 Learning Values: Moral Development and Moral Education

A study of contemporary theory and practice. Includes investigation and evaluation of the work of Simon ("Values Clarification"), Piaget, Kohlberg ("Six Stages of Moral Development"), etc. *3 credits*

ED 534 Theories of Learning

A detailed consideration of the conditions of human learning found in the principal schools of psychology on the contemporary scene that are particularly significant for education. Investigation of other theories will be required for individual reports. *3 credits*

ED 536 Evaluating Student Performance

Alternatives to traditional grading. New tested practices which enhance learner motivation and diminish student resentment of evaluation. *3 credits*

ED 540 Humanizing Learning

A study of the sources, theory, and practice of humanistic education, with special focus on classroom implementation. *3 credits*

ED 542 Project T.E.A.C.H.

This course is concerned with the following areas: utilization of verbal skills, maintaining discipline and building rapport with the positive support of skills, discipline in learning problems, the use of counseling in motivating students, confrontation through non-confrontation strategies and an understanding of group dynamics and group decision making. (Off Campus) *3 credits*

ED 543 Project P.R.I.D.E.

"Professional Refinements in Developing Effectiveness" helps you develop your ability to analyze the classroom practices of teachers; learn to deal with critical incidents in the classroom; recognize the impact of nonverbal communications; motivate change in behavior; hone your classroom questioning techniques. (Off Campus) *3 credits*

ED 544 Teaching Through Learning Channels

Teaching through Learning Channels directly addresses the area of teaching effectiveness in the cognitive domain. It focuses attention and skill training on the identification and use of student learning channel strengths; the analysis of curricula based on learning channels and the use of skills to complete those learning objectives; and the development of alternative strategies to meet the needs of the heterogeneous classroom situation. (Off-Campus) *3 credits*

ED 547 Effective Group Leadership

For individuals interested in improving their functioning in groups, as either leaders or active participants, and in growing in knowledge of small group theory and practice. (Off Campus) *3 credits*

ED 550 Focus on Comprehension

Model strategies for developing comprehension and critical thinking in students of all ages. Development of an evaluative scheme for comprehension strategies and reader involvement in text. *3 credits*

ED 555 Techniques in Diagnosing Reading Problems

A survey of methods and materials for formal and informal, group and individual diagnosis of reading strengths and weaknesses. *3 credits*

ED 559 Remedial Reading

Develops competency in selection and use of reading strategies/techniques for pupils of below average reading achievement level. (Prerequisites: ED 452 and 555, similar credit, or permission from the instructor) *3 credits*

ED 565 Principles of Curriculum Development

The principles, problems, theories, and critical issues in curriculum organization are studied. The main thrust of the course is the gaining of practical knowledge on developing and improving curriculum. Emphasis is placed on the identification and systematic study of concerns and new directions in curriculum development and improvement, based on current research and thought. *3 credits*

ED 566 Current Problems in Teaching Secondary School Math

This course is designed for teachers of secondary school mathematics. It will be conducted on a seminar basis and will investigate topics in curriculum, methodology, evaluation and administration of secondary school mathematics. A decision on the specific topics to be discussed will be made during the first class meeting and may change from year to year. *3 credits*



ED 568 Workshop in Curriculum Reorganization

A course intended for those who wish to participate actively in a curriculum reorganization practicum. Each student creates an individual program of studies in a specific discipline, with comprehensive scope and sequence and under the personal supervision of the instructor. The student becomes aware of those curriculum determinants which are pertinent to his or her applied program. *3 credits*

ED 569 Secondary School Curriculum: Recent Developments

Current curricular trends and developments; current patterns of organization; revisions in content areas; new directions, problems and issues. The second half of this course will require the student to undertake an intensive study of the recent developments in one of the disciplines. *3 credits*

ED 590 Practicum in Teaching

The solving of a practical problem in classroom teaching which involves applying educational research to a specific school situation. *3 credits*

ED 599 Seminar in Research

Each person will become familiar with the tools, sources and methods of doing and reporting research by doing supervised research on a selected topic. The process and the products are discussed in class meetings. *3 credits*

Cultural Subjects and Teaching Fields

AS 327 America in Film

This course provides a critical examination of important American films with the intention of exploring the impact of film as a myth-making medium. Some of the topics to be analyzed include: history in film, sexual role playing, social class and institutions, and the religious-ethical assumptions implicit in American films.

3 credits

AS 330 Artist in America

This team-taught course will survey the relationship between various artistic forms in the American experience. The methodology will be interdisciplinary in the examination of the social and cultural milieu which has shaped the artist and his themes. Some of the specific subjects to be covered include: "The Tension Between Popular and 'Serious' Music," "Literature and Painting," "The Role of Cultural Dictators," "Jazz: A Native Art Form," "The Poet in a Mass Society" and "Film: A Collaborative and Popular Art."

3 credits

AS 340 The City in America

This team-taught course will trace the historical development of the American city and its inevitable effect upon the American imagination. After examining the city from an historical and artistic perspective, the focus will shift to social and political analysis. Topics to be covered include: the relationship of the suburbs to the city, state and federal responses to urban problems, the relationship of private enterprise to the city and the continuing impact of media in shaping our attitudes toward the urban environment.

3 credits

AS 345 American Labor: Image and Reality

This course employs an historical mode in its investigation of the American labor movement. Through the years, American workers have adjusted to an evolving economic environment in a variety of ways. This course will focus upon the emergence of trade unionism and the concept of collective bargaining as protective devices employed by the working force in an industrial and bureaucratic environment. Besides examining the facts of trade unionism's impact upon the social and political institutions of America, the course will explore the impact of the media in establishing various attitudes toward the American labor movement.

3 credits

AS/EN 381 American Romanticism

Starting with a discussion of Romanticism in general as an intellectual and historical movement, the course looks in depth into one of the most fertile periods of American literature, the American Renaissance (1830-1865). Emphasis will be placed on the divergent qualities of such romantics as Emerson, Thoreau, Poe, Hawthorne, Melville and Whitman.

3 credits

AS/EN 382 American Realism and Naturalism

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American Literature. The writings of Twain, Howells, DeForest, James, Crane, Dreiser and others.

3 credits

AS/EN 383 Modern American Literature

The development of the modern American writer will be traced from the post-World War I era through the Depression and to the period immediately following World War II. The writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow and others.

3 credits

AS/EN 384 Contemporary American Literature

Significant developments in American fiction and poetry from this period immediately following World War II to the present. The writings of Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton and others.

3 credits

AS/EN 387 The American Novel

Traces the American novel from its imitative beginnings to its development as a unique literary form. Representative novels by Hawthorne, Melville, James, Faulkner, Bellow, etc. *3 credits*

AS/EN 475 American Poetry

An intensive study of American poetry. Emphasis on the form and technique which the poet has chosen, as well as on the cultural milieu from which his or her poetry derives its symbols and meaning. Taylor, Thoreau, Emerson, Whitman, Dickinson, Melville, Pound, Eliot, Stevens. *3 credits*

AS/EN 476 Existential Themes in American Literature

A study of major Existential themes in selected American authors. As one of the most vital intellectual and moral forces in the 19th and 20th Centuries, Existentialism will be viewed through such human problems as personal identity vs. mass conformity, absurd freedom vs. suicide, responsibility and anguish vs. apathy, and theism vs. non-theism. Emphasis will be placed on the European origins of Existentialism, and European works will be read alongside of American works for comparison of common concerns. Attention will be paid to the Existential Worldview in American authors not conventionally thought of as Existentialists. Among the European writers to be read are Kierkegaard, Kafka, Sartre, Camus and Beckett. Among the American writers are Emerson, Hawthorne, Faulkner, Flannery O'Connor, Miller, Malamud, Ellison, Updike, Bellow and Albee. *3 credits*

AS/HI 341 Social History of the United States to 1865

This course examines the social factors behind the migration of the English between 1620 and 1640, and the theological and social climate they brought to this country; the contrast between the 17th and 18th centuries; the romanticism of the early 19th century. *3 credits*

AS/HI 342 Social History of the United States since 1865

This continues an analysis of our society: the culture of the Gilded Age; the influence of modernism on philosophy and religion; the political and social outlook of the Lost Generation; the impact of the Great Depression on our culture. *3 credits*

AS/HI 350 Origins of the United States

A study of the roots of American civilization. The colonial systems of Spain, France and England compared; Indian-white relations; the development of Anglo-American institutions; the Puritans and their legacy; the founding of divergent societies in New England, the Middle Colonies and the South; the origin and development of black slavery and white attitudes toward the blacks; the Great Awakening of the 1740's; the Enlightenment in America; the expulsion of France; the coming of the American Revolution; the transition from colonial to national status; the Confederation period and the forming of the Constitution. *3 credits*

AS/PO 307 American Law and Social Responsibility

A study of the foundations of modern jurisprudence dealing with the theories and systems of law, the forms and methods of trial, law in the modern world and societal response. *3 credits*

AS/PO 318 American Political Thought

To be considered are the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil War-makers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. Challenges and reform of the American political system will also be treated within the scope of political science through an application of the concepts of human nature, idealism, constitutional power and nationalism. *3 credits*

AS/PO 369 American Political Campaign Techniques

The primary concerns of the course will be political membership, commitment and life; the creation of issues — precise, imprecise and new; the making of the candidate — the lion and the fox; successful party organization; role of the communicative media; the actual campaign and its successful organizing of the vote; the election result and the follow-up critique.

3 credits

BI 361 Marine Ecology

See course description, page 98.

BI 366 Marine Pollution

See course description, page 98.

EN 311 Advanced Composition and Teaching Writing

This course is designed for English education majors but is open to all students who wish to develop their own expository and creative writing skills while they master practical teaching skills by working with freshman composition students for an hour each week.

3 credits

EN 316 Transformational Grammar and the History of the English Language

This course will cover principally two linguistic fields: transformational grammar and the history of the English language. Students will learn how transformational grammar was initially conceived by Noam Chomsky and how it has been modified into a system concerned with the relation between deep structure and surface structure since the development of Chomsky's *Aspects* model. The students will, in examining the history of the English language, learn how modern applications of these fields will be linked with an examination of semantics and stylistics.

3 credits

EN 317 Traditional and Structural Grammar

Introduction to the principles of modern descriptive linguistics, especially as they relate to present-day English: its grammatical structure, its sound and spelling systems, its vocabulary and rules of usage. Modern English grammar will be approached from both the structural and transformational points of view. Special emphasis will be given to the application of linguistic knowledge to the teaching of the language arts, including composition and stylistic analysis.

3 credits

EN 404 Children's Literature: The Heart of Reading

An emphasis on developing an awareness of the variety of books that combine literary excellence and subjects appropriate to a child's world. Topics to be considered: likenesses and differences among authors and illustrators; periodicals and audio-visuals related to children's literature; what to look for in a children's library or bookstore; how to weed out books that exploit the superficially relevant or sensational topic; how to recognize books that treat children with respect; how's and why's of classics.

3 credits

EN 405 Literature for Young Adults

The course will focus on the selection and use of a variety of literature, both traditional and contemporary, for the secondary school student. It will emphasize a values approach intended to help students find a common ground between a short story, poem, drama or novel, their own lives and contemporary society.

3 credits

EN 482 The English Language — Form and Function

A course to prepare Teachers of English to Speakers of Other Languages (TESOL) in linguistic analysis, structure of the English language and areas of possible difficulty for the non-native English speaker. Emphasis will be given to phonetic, phonemic, lexical and syntactical areas of interference. Required of all students with a concentration in TESOL.

3 credits

Certification in Mathematics

The School, through a combination of on-campus and off-campus courses with Cooperative Education Services, is providing a program whereby elementary teachers and teachers of other subjects can become certified to teach mathematics.

ED 467-468-469 Teaching Mathematics at the Secondary Level

Courses in methods and curriculum for teaching arithmetic, algebra and geometry in secondary schools. These courses are part of a concentrated program for elementary teachers and teachers of other disciplines to become certified in mathematics. These courses are coordinated with the content courses and an instructional support system. *7 credits*

MA 111 Differential Calculus

Limits, derivatives, rate of change, minima and maxima, and applications. Limited to teachers seeking certification in mathematics. *3 undergraduate credits*

MA 112 Integral Calculus

Antiderivatives and integrals with application to area problems and continuous probability. (Prerequisite: MA 111) *3 undergraduate credits*

MA 331 Foundations of Higher Mathematics I

Set theory, logic, functions, equivalence relations. Must be taken in conjunction with ED 467, Teaching Mathematics at the Secondary Level I. *3 credits*

MA 332 Foundations of Higher Mathematics II

Number systems, number theory, discrete probability. (Prerequisites: MA 331; ED 467) *3 credits*

MA 333 Foundations in Algebra

Theory, solutions and applications in abstract and linear algebra. Must be taken in conjunction with ED 468, Teaching Mathematics at the Secondary Level II. *3 credits*

MA 381 Foundations of Geometry

Modern treatment of Euclidean and non-Euclidean geometry. Must be taken in conjunction with ED 469, Teaching Geometry. *3 credits*

MA 400 An Historical Development of the Calculus

This is **not** a history course. It **is** a course which traces the natural order of intellectual motivation and, therefore, is particularly appropriate for teachers of mathematics. The classical Greeks posed two problems: find the tangent to a curve; find the area of a simple closed curve. Their solutions led to the derivative and the integral. The mathematical works of Archimedes, Newton, Leibnitz, Cauchy, Riemann, Weierstrass and Lebesgue are analyzed in chronological order. Applications of the Lebesgue theory to Fourier series and probability theory are included. (Prerequisites: Pre-calculus mathematics and one semester of calculus) *3 credits*

SO 486 Issues in Multilingual/Multicultural Communications

A course designed to probe the relationship between language usage and variety; patterns of sex discrimination and integration; role stereotyping and specialization across and within modern societies. *3 credits*

Bilingual/Multicultural Education

ED 409 Workshop in Transculturation

A course which addresses non-verbal communication across cultures, the cross-cultural mind, culture shock, intercultural understanding.

3 credits

ED 410 English Language Arts in the Multicultural Curriculum

Investigation and application of various techniques and components of English language arts taught in bilingual curricula. Speaking, reading, composition, spelling, comprehension, pronunciation, grammar.

3 credits

ED 412 Spanish Language Arts in Bilingual-Bicultural Programs

A course designed to aid the teacher in choosing proper and suitable literature of the Spanish speaking world with emphasis on Puerto Rican, Cuban and Mexican works in order to enhance the following: native linguistic competency, English linguistic competency — oral and graphic; appreciation of native literature with emphasis on stylistic and cultural insight. The choice of proper testing techniques for each of the above areas will give special attention to individualized types of learning. Offered in Spanish.

3 credits

ED 420 Teaching English as a Second Language

This course considers the contrasting of English with the student's native language. Pronunciation, structure and vocabulary are stressed. The use of multi-media is also included.

3 credits

ED 423 Principles of Bilingualism

A psycholinguistic study of the various aspects of first language acquisition, second language learning, and compound and coordinate bilingualism.

3 credits

ED 424 The Bilingual Child

Types of bilingualism; implications for teaching strategies in the target language and in the English as a second language classroom. Approaches to the unique learner-teacher relationship.

3 credits

ED 425 ESOL in Bilingualism

Techniques to teach English to the non-native. Emphasis on multi-media and skill development.

3 credits

ED 426 Methods & Materials in ESOL & Bilingual Programs

A course designed to aid the teacher or prospective teacher to develop a variety of teaching methods and materials including testing materials to meet the individual needs of students in a classroom or program. Special emphasis is on linguistics, writing, reading comprehension and listening comprehension in the native language and English.

3 credits

ED 427 Analysis of Bilingual and ESOL Materials

To assist teachers in analyzing bilingual and ESOL materials for use in their individual teaching situations. Each class session will treat an in-depth discussion/presentation of use, methodology and practicality of teaching materials. Each teacher will develop rating sheets based on the individual's needs in the teaching situation. Phonological control of the materials will be stressed and students will learn to do control studies of various materials.

3 credits

ED 430 Workshop in Multiethnic Pupil Assessment

A course intended to train the teacher to assess the performance, achievement and intelligence of culturally varied children. The objective is to improve the educational opportunities of these children through proper and commensurate choice of testing materials and placement procedures.

3 credits

ED 431 Testing and Assessment: Bilingual and ESOL

A course intended to probe the following areas: language dominance; techniques in testing the non-native English-speaking child, the bilingual child; language proficiency and I.Q. assessment of language development and reading comprehension. *3 credits*

ED 432 Workshop in Multicultural/ESOL Curriculum Development

Source of materials, study guides, lesson planning, audiovisual materials, library and resource center, teacher-made materials. *3 credits*

ED 433 Practicum: Teaching the Non-English Speaking

Participants will be required to teach English to the non-English speaker. Emphasis on methods, techniques, planning, assessment, acculturation, survival English. *3 credits*

ED 434 The Multicultural Setting: A Practicum

Teaching in a multicultural setting. Emphasis will be placed on curriculum for integrative teaching and learning with special attention given to cultural differences in learning styles and their implication on teaching styles. *3 credits*

ED 436 Methods in TESOL

A course designed to present to the student modern methods and special techniques for teaching English to speakers of other languages. The student will be required to actively participate in teaching ESOL in a mock situation, to study and discuss modern approaches, and to visit a determined number of ESOL classes and to report on such visitations. This course presently meets state certification requirements for teaching English to non-English speaking adults. *3 credits*

ED 438 Instructional Management of the Multicultural Program

This course will expose the participant to the following: teaching principles of multicultural education, bilingual programs — full maintenance, partial maintenance, transitional, English as a second language. Planning for optimum instruction, curriculum planning for three language strands — native, second language, mixed groups. Scheduling, physical organization of the school and classroom, rationale for pupil grouping patterns. *3 credits*



ED 441 Teacher & Pupil in the Multicultural Classroom

Multicultural awareness: understanding different cultural systems, the child self-concept. Activities for effective growth. *3 credits*

ED 451 Teaching Content Area Subjects in the Bilingual Classroom

Laws on bilingual placement, evaluation of available texts in Spanish, evaluation of related classroom materials in the areas of general science, biology, social sciences and mathematics. Adaptation of available school and library materials in English for the bilingual classroom. *3 credits*

ED 461 Reading in the Multicultural Classroom

Introduction to reading in the bilingual classroom, reading readiness, use of dialect in reading, word recognition, reading comprehension, building reading skills through cultural differences, Basal Reader evaluation and adaptation of material, reading for pleasure, beginning reading in a second language, techniques to evaluate reading proficiency and comprehension. *3 credits*

ED 471 Multicultural Education: Perspectives

A study of cultural democracy, the ideology of assimilation in education, values, cognitive styles, intercultural variability, sources and theories of inequality in education, culturally different students, multicultural education as a social force. *3 credits*

ED 485 Sociological Issues in Multilingual/Multicultural Education

A course intended to provide the classroom teacher with the sociological implications on the educational process of the non-native English speaking child. *3 credits*

ED 572 Consultation in Bilingual Schools and Communities

An advanced course focused on the process of consultation with parents, teachers, administrators and mental health professionals working within school and community systems. Emphasis will be placed on defining the role of the consultant, exploration of consultative models and the development and implementation of effective skills applicable to a variety of professional settings. *3 credits*

ED 591 Seminar in Multilingual/Multicultural Education

Discussions of periodical publication in the field. Each participant will choose an area of concentration for a paper or project. This may be effected by the individual or by small group cooperation. *3 credits*

SE 419 Issues in Bilingualism & Special Education

A course designed to aid the teacher of non-native English speaking children and bilingual children to assess degrees of bilingualism and to recognize a child with a special education problem. How to deal with the "no English" barrier and the special education of the learning disabled child. *3 credits*

Early Childhood

ED 405 Exploring Early Childhood

This course will be geared primarily to teachers, parents, leaders and day care workers of children aged infant-5. The emphasis will be on new approaches based on current understandings of child development. *3 credits*

ED 406 Children and Their Books

Children's literature is the perfect vehicle for getting to know children and in turn helping children to develop self-awareness. With this in mind, this course is designed to introduce to teachers books which will be used as stepping-stones to a variety of activities. Through the demonstrations of lessons, interest centers and "book-jobs," attention will be given to the encouragement of the natural relationship between language arts, music, art and physical education. Attention will be directed toward giving children's authors and illustrators a definite place in school curriculum. *3 credits*

ED 407 Music and Early Childhood Education

Methods and materials in focusing, engaging, expanding and developing a repertoire of songs, rhymes, and movements to be used with young children as they explore the world of sound and find the music inside themselves for learning and enjoyment. *3 credits*

ED 411 Administering and Supervising Pre-elementary Education

Examines a variety of programs and techniques relating to the administration and supervision of pre-elementary education programs. Emphasis is placed on the director's role in staff recruitment, hiring, development and evaluation. Leadership and management techniques are also studied and analyzed. *3 credits*

ED 413 Building Curriculum for Pre-School and Young Primary Children

This course gives specific ideas and suggestions for developing learning in all content areas based on the physical and intellectual growth of the young child. Practical math activities, appropriate children's literature, experiential science and creative arts, drama and movement techniques — all with a reading readiness and skill approach. *3 credits*

ED 414 Observing and Recording

This course will deal with the skills needed to look at and see children being children, to learn their language, to objectively record the process and to begin to interpret the data collected. *3 credits*

ED 416 Discipline as a Positive Learning Experience

The reasons behind children's misbehavior will be investigated in this course. Once the child's motivations are understood, the parent or teacher can learn to deal effectively with the causes of misconduct. New and effective methods of dealing with such issues as temper tantrums, stealing, lying, swearing, violence, eating difficulties and disobedience will be explored. *3 credits*

Environmental Studies

BI 361 Marine Ecology

A study of marine communities and their environment, with special consideration of ecosystems in the sea. The laboratories will be held on the waters of Long Island Sound. *3 credits*

BI 366 Marine Pollution

The origin, description, detection, and control of biological and chemical pollutants, and the conservation of terrestrial, aquatic and atmospheric natural resources. Field trips to investigate and characterize changes in Long Island Sound waters which are heavily impacted by heavy metals, hydrocarbons and pesticides. *3 credits*

ED 476 Curriculum Development in Environmental Studies

This course asks the participants to consider a model environmental program which has as its goal the interrelatedness of all living things. It makes use of the children themselves, their neighborhoods and a variety of other communities of living things. Games, crafts, books and just plain facts are included to make a program rich in opportunities for learning and growth.

3 credits

ED 478 A Schooner's Eye View: The Environmental Future of Long Island Sound

This course offers students a unique opportunity to sail on Long Island Sound and gain valuable knowledge of our marine environment. Boarding a schooner on two consecutive weekends, students will make use of charts to locate significant environmental sites, investigate marshes, beaches and the water itself. There will be discussion of the historical development of the area and the changes brought about by population growth. Evening sessions will be devoted to basic analytical techniques utilized in evaluating environmental quality; data indicating the present level of contamination; and legislation that will have an impact on the future of the Sound. A look at the population density and growth trends in Connecticut coastal communities will alert students to possible alternatives for the future. *3 credits*

ED 479 Using Nature Centers and Other Environmentally Related Groups as Resources for Teaching

Visits will be made to nature centers, zoos and environmentally related companies and organizations to identify ways of using their facilities, services and other resources to enrich your teaching. Your use of their facilities and their assistance to you at your school are both emphasized in this course. *3 credits*

ED 480 Outside the Classroom: Using the Outdoors for Early Childhood

Starting points will be developed from the immediate environment which can be realistically implemented by teachers, parents, day care workers or leaders within early childhood classrooms or situations. Sessions will include using the outdoors as a base for curriculum building, ways of providing hands-on experiences for children, ten minute field trips and a sensitivity to the outdoors and each other.

3 credits

ED 481 Experiential Education: Canoeing the Connecticut River

This short term course will combine several crucial aspects of experiential education for the middle school and junior and senior high school teacher. Principles of integrated curricula building will be studied as the group of teachers prepare for and paddle down the Connecticut River for five days. The development of leadership skills, logistic planning, first aid, canoeing, and light-weight camping skills will be learned. Emphasis will be placed on early Connecticut history as well as on literature of the wilderness and strategies for writing in the field. No prior experience in canoeing or camping is necessary. *3 credits*

ED 482 Marshland Ecology

A one-week course in salt water marshes emphasizing food production and the dependency of marine organisms on wetlands. Selected marshes on Long Island Sound will be the subject of field studies where the class will be able to appreciate the role of wetlands in supporting the larger marine environment and ultimately man. In addition, man-made disturbances, development and pollution will be assessed in field problems dealing with Stamford and Norwalk marshes. Most of this course will be field oriented outdoors. *3 credits*

ED 483 Ecological Studies at the Devil's Den Preserve

This course will cover the history, development and use of the Preserve, as well as the ecological relationships of the environment. Field exploration and discoveries with resource staff who have helped create this unique scientific and aesthetic study area for environmental studies will be conducted. Students will be able to develop materials for their own use. *3 credits*

ED 484 Outdoor Education and Camping at Devil's Den Preserve

A methods course of essentials needed to prepare a teacher or group leader to incorporate outdoor education and camping into a regular school program. Orienteering with map and compass, arts and crafts with native materials, field explorations and study as well as menu planning, food purchase, cooking in a primitive situation and development of a campfire program will culminate in an overnight camping experience at the Preserve. *3 credits*

ED 487 Backpacking the Appalachian: Historic, Literary, Geologic Perspectives

Experiential education through a hiking experience for four days in northwest Connecticut to study the possibilities of this "extended classroom." Creative writing, group dynamics, organizational techniques and backpacking techniques will be learned. Open to all teachers. *3 credits*

ED 488 Audubon Ecology Workshop: Methods of Teaching Natural Science

A week-long residential course presenting content information, methods and materials for covering basic concepts of ecology, field natural history and environmental problems, particularly as they pertain to Southern New England and nearby areas. Course activities combine day and evening lecture/demonstration/discussion sessions with field trips to a variety of habitats including meadow, deciduous and coniferous forest, stream, pond and seacoast. Special interest option sessions on topics such as geology, photography, insects, etc., are also included. There are many additional opportunities for individual follow-up study with field and laboratory equipment and library resources. The course aims to help students develop a basic environmental literacy as well as the teaching skills for presenting this knowledge to a variety of audiences. (Offered in cooperation with the Audubon Center in Greenwich.) *3 credits*



Religious Education

Martin A. Lang, *Program Director*

Religious Education

The program in religious education is structured to give basic scriptural, theological and catechetical foundations to teachers of religion, catechists and directors of religious education.

Requirements for the Master of Arts

1. Completion of 30 credits in academic areas selected in consultation with an advisor.
2. A thesis that incorporates basic research in the field of religious education.

Biblical Studies Concentration

This concentration of courses in Old and New Testament is intended to familiarize the student with the biblical methods of higher criticism while providing a hermeneutical approach that serves the needs of religious faith.

Requirements for the Master of Arts

1. Completion of 30 credits in academic areas selected in consultation with an advisor.
2. A thesis that incorporates basic research in scripture.

Pastoral Ministry

The purpose of the program concentration in pastoral ministry is to provide academic and experiential preparation for work in several Christian ministries. In addition to course work, supervised internships are available in campus ministry, family ministry, youth ministry, hospital ministry, retreat ministry, prison ministry.

Counseling in Ministry Concentration

Individuals with a particular interest in developing counseling skills can combine studies in counseling, psychology and religion, with a supervised internship. Students are prepared to serve in religiously oriented settings requiring counseling assistance, e.g., parishes, Catholic schools, youth work, hospitals, elderly care.

Spiritual Direction Concentration

Those interested in developing skills in spiritual direction combine the following required courses: RE 415, RE 433, RE 434, RE 441, RE 533, with electives from counseling and psychology.

Requirements for the Master of Arts

1. Completion of 30 credits in academic areas selected in consultation with an advisor.
2. Completion of a 3 credit internship and a written research paper which incorporates the specific experience gained from the internship with a personal theological understanding of ministry.

The Fairfield Plan for Religious Education and Pastoral Ministry

The following is a highly compressed statement that should be read twice, first without reference to the "footnotes" which are, in reality, Fairfield's course offerings, then with attention to them so that you will have a very clear picture of where we stand.

A. THE STUDENT IS EXPECTED TO UNDERSTAND HIS/HER CHRISTIAN HERITAGE AND ASSUME HIS/HER OWN PERSONAL FAITH POSITION:

1. The student begins with human experience enlightened by scripture, discovering that the biblical authors, reflecting their communities, adapted the original teachings of the prophets and then of Jesus to meet pastoral needs and address newly emerging challenges to faith. In a similar way, the student must personally accept biblical faith, then integrate it with the rhythms of his/her own contemporary lifestyle. (a)
2. The student examines how articulations of faith have undergone development through the centuries, reflecting shifting cultural environments and thought patterns as well as variant forms of language. (b)
3. The student realizes that divine revelation is an ongoing reality in the life of the Christian community and that God is always an active participant in the faith-sharing phenomenon. (c)
4. The student finds that faith is nurtured in the first-hand religious experience which has ever been man's best apologia for the existence of God. (d) Christian faith gives man a vision of hope and a viable alternative to despair.
5. Grounded in faith, the student must plumb the depths of his/her motivations, rigorously assessing his/her desire to share faith so that he/she achieves a healthy measure of self-awareness and has a working grasp of his/her own identity. (e)

6. His/Her moral approach must then lead him/her beyond personal ethics to the needs of the world community. (f)

B. AS A PROFESSIONAL, THE STUDENT MUST LEARN TO MEET EACH OTHER PERSON:

7. on his/her own grounds, taking into consideration the ways in which he/she learns best, his/her age, sex, and the social environment in which he/she lives (g)
8. as an individual acknowledging his/her autonomy in a manner commensurate with his/her psychological maturity, whether child or adult. Faith-sharing never violates human autonomy. It sees its primary role as service (h)
9. on a believer-to-believer basis. These believer-to-believer encounters are the microcosmic units that comprise the larger Christian community. (i) These interactions, interpenetrated by God's Spirit, are sacramental. Faith-sharing relationships can and do occur outside the Christian community so that non-Christians also have valid ways of knowing God, ways about which Christians can fruitfully learn.

C. AS A PERSON OF FAITH, THE STUDENT MUST HAVE EXPERIENCES OF WORSHIP:

10. in the form of spontaneous prayer.
11. in the form of communal, liturgical prayer when word and sacrament are linked as inseparable correlates. (j)

Religious education in the Christian tradition has always been a person-to-person, sharing experience. Without this element of human encounter, the best ideas and curriculum models do not breathe the life of Christian faith.

Graduate studies in religious education need to be scholarly and academically disciplined, yet they must also allow for the human interchange that is the essential setting for the faith-sharing experience.

THE FAIRFIELD PLAN

- *RE 416 { New Testament Theologies
 - *RE 420 { Johannine Theology and Present Religious Thought
 - RE 423 (a) { Pauline Theology and Religious Thinking Today
 - *RE 480 { Biblical Theology and Religious Education
 - RE 385 { The Wisdom Literature of Israel
 - RE 405 { Contemporary Christian Theology
 - RE 418 (b) { Current Christological Issues
 - RE 422 (c) { The Presence of God in Human Life
 - *RE 434 (d) { Faith Development in the Family
 - ED 441 (e) { Psychology of Personal Adjustment
 - RE 429 (f) { Christian Ethics
 - RE 441 (g) { Human Sexuality and the Christian Life
 - *RE 454 (h) { Ministry to Families
 - RE 403 { Women and Ministry
 - *RE 575 { Internship in Pastoral Ministry
 - RE 433 (i) { Religious Counseling and Spiritual Direction
 - RE 452 { The Church: Varied
 - RE 415 (j) { Patterns of Definition
 - { Christian Prayer
- (*) Required for Pastoral Ministry Majors

THE INTERNSHIP: Students intern in the following ministries: campus ministry, youth ministry, hospital ministry, family ministry, cultural minority ministry, prison ministry. In addition, they may choose to intern in any other ministry in which they can work with a full-time professional who can serve as their supervisor. The supervisor works with the student on a close personal basis giving a weekly oral critique of the student's performance and submitting a final written report. In this capacity the supervisor serves as an agent of the university receiving a modest stipend for services rendered.

Students intern two days a week for two semesters. Summer interns work a total of 60 days. All interns register for RE 575, which is required over and above the ten courses of the regular program.

The spirit behind the internship is to learn from the best professionals in the country. Students are directed to work with these people in their chosen field of specialization so that they may gain rich experience from on-the-job training.

Courses are offered primarily summers on a rotating cycle, with special electives given by prominent scholars. See the summer catalogue for the specific courses that are available. Call the Dean's office to obtain the catalogue.

Course Descriptions

RE 403 Women and Ministry

A study of the relationships between women and the priest/prophetic/educational work of the Church. Sexist patterns and language are investigated as obstacles to spiritual growth. Emphasis is on women in contemporary U.S. culture, and on the meaning of sisterhood in this context. *3 credits*

RE 405 Contemporary Christian Theology

A study of contemporary theological thinking for teachers and clergy centering on the themes of Christian faith as they are understood in today's terms. Present understandings of sin, grace, ongoing creation, redemption, the person and work of Christ, the Holy Spirit and creation are discussed for use in teaching. *3 credits*

RE 411 Foundations of Religious Education

The foundational principles of religious education are explored, addressing such practical issues as curriculum design, religious education resources, organizing a program, involving parents and reaching the adult learner. The objective is to acquaint students with the best current thinking about religious education in principle and practice today. *3 credits*

RE 415 Christian Prayer

The course presents a theology of prayer rooted in both the Old and New Testaments and focused upon the prayer of Jesus as the unifying, life-giving heart of all truly Christian spirituality. The course considers several prayer models as embodied in the women and men whose prayer experiences helped form the great Christian spiritualities. Special attention is given to the spirituality of St. Ignatius Loyola. *3 credits*

RE 416 New Testament Theologies

The synoptic gospels as theological adaptations of the original "Jesus teaching." The evangelists and the primitive Christian community as sharers and shapers of the Word, addressing the current needs of their hearers. A hermeneutical method is developed, using the tools of higher criticism, in order to appreciate and foster biblical faith. *3 credits*

RE 418 Current Christological Issues

Contemporary theological thinking about the person of Jesus and his significance for Christianity today. Traditional doctrinal statements about the Christ of faith compared with current efforts to recover the historical Jesus. The quest to re-establish the centrality of Christ in Christian catechetical teaching. Problems of the self-awareness of Jesus, his divine and human character. *3 credits*

RE 420 Johannine Theology and Present Religious Thought

A study of the gospel according to John from the viewpoint of Christian meditation and mysticism. The gospel is understood as a series of liturgical readings originally used by the early Christian community to reflect on Christ in the light of the Jewish tradition. The stress is on the "now" character of the gospel, as a means of living the Christian life. The tools of higher biblical criticism are used to uncover the basic Johannine themes. *3 credits*

RE 421 Images of the Human: Christian Anthropology

Christian understanding of the human is embodied in the narrative of the Christian story which today is undergoing significant reinterpretation. The course explores recent versions and their implications for our understanding of the brokenness and healing of human life. Special attention is given to the themes of creation, original sin, redemptive strategies and death. *3 credits*

RE 422 The Presence of God in Human Life

An investigation of the problem of God as formulated in contemporary theology with various efforts at reinterpreting the current God language. Attention is focused on the experiences of God in daily human life. The issues are investigated from within the theological framework of Judeo-Christian thought and for the purposes of spiritual growth. *3 credits*

RE 423 Pauline Theology and Religious Thinking Today

Contrasts and similarities between thinking found in the Pauline body of literature and today's approaches to religion and life. Attention to such themes as sin, justification, baptism, eucharist and church. Readings from Paul and the commentaries. The Pauline themes and church practices as models of study for the religious educator in his/her presentation of Christianity today. *3 credits*

RE 429 Christian Ethics

A study of the fundamental basis for Christian moral teaching and the implications of this teaching for specific moral questions. Topics treated include areas particularly important to ministry: death and dying, sexism, racism, war and selected issues in human sexuality. *3 credits*

RE 433 Religious Counseling and Spiritual Direction

An overview of the psychological and spiritual growth processes provides the foundation for an understanding of spiritual direction and religious counseling. Various models of counseling and direction will be discussed along with such topics as obstacles to spiritual growth, prayer, discernment and referrals. *3 credits*

RE 434 Faith Development in the Family

A study of the faith history of the individual to see how theological and ethical models may be operative in adult faith. The growth of images of faith is analyzed as it develops within families and interweaves with biological and psychological growth. Current theories of faith development are examined. The practical consequences of faith development theories for religious education are discussed. *3 credits*

RE 441 Human Sexuality and the Christian Life

Human sexuality as a complex of emotional, intellectual and physical reactivities integrated with the Christian life. Starting with an exploration of incarnational theology, the course examines the means and possibilities of love as central to Christian faith. It analyzes the tensions and unities implied in what is generally understood by the terms female and male. Against this theoretical background, practical issues will be examined: sex education, sexism in religious institutions, sex as an enhancement to spiritual growth. The objective is to assist religious educators to develop clear Christian positions that incorporate the general cultural interest in sexuality. *3 credits*

RE 452 The Church: Varied Patterns of Definition

The Church studied in the various ways in which it is experienced by the faithful. The Church as currently understood, influenced by Vatican II, and responding to the contemporary challenges directed towards her. The historical roots of the Church are traced from scripture and doctrinal development to show how current understandings are reached. *3 credits*

RE 454 Ministry to Families

A study of the theory and techniques of family-centered catechetics for parishes. Several family-centered models are discussed along with practical outlines for implementation. Particular attention is given to the structures of American Catholic families and their emerging relationships within parish life. The course is intended for all who are working professionally or as volunteers in parish religious education and schools. *3 credits*

RE 480 Biblical Theology and Religious Education

The interrelationships and evolutions of ideas about both God and man traced from the Old through the New Testament. The rich legacy of the faith of Israel couched in psalm, poetry, epic and myth revealing such bed rock concepts as covenant, messianism, redemption, transcendence, spirit and prophetic charisma. The effort will be to "translate" fundamental biblical notions into intelligible and fruitful ideas for contemporary faith. *3 credits*

RE 533 Approaches to Religious Counseling and Spiritual Direction

The course provides students with the skills and techniques needed to facilitate the counseling and direction process. Models for counseling in a religious context and for spiritual direction will be explored as well as relevant issues. (Prerequisite: RE 433) *3 credits*

RE 575 Internship in Pastoral Ministry

Internship students select the area of ministry for which they want to prepare. Then, with the approval of the director of the program, they select a professional worker in that field, a person of broad experience who is a full-time salaried employee in the area of ministry chosen by the student. This professional worker agrees to help train the intern and provides consultation services. If the student so chooses, this salaried professional may be obtained directly through the efforts of the pastoral program. Students work along with this professional keeping a written journal of their observations and reflections. These become the research paper, the final requirement for the Master of Arts degree. *3 credits*



Faculty, Division of Graduate Studies

Charles T. Abraham, *Lecturer in Education*

B.A., M.A., Harvard University
C.A.S., University of Bridgeport

Sara Austin, *Lecturer in Education*

A.B., Duke University
M.S.Ed., Bank Street College

Robert S. Avery, *Lecturer in Education*

B.S., Southern Connecticut State College
M.A., Fairfield University
Ph.D., University of Connecticut

Ann M. Black, *Lecturer in Education*

A.B., College of New Rochelle
M.S., Fordham University
C.A.S., Fairfield University

Patrick D. Bologna, *Lecturer in Education*

B.S., University of Arizona
M.S.W., Fordham University

Marguerite R. Carroll, *Professor of Education*

*Director, School, Agency and Family
Counseling*

B.S., Boston University
M.Ed., Boston College
Ed.D., St. John's University

Rosalie M. Colman, *Associate Professor*

of Education
B.A., Annhurst College
M.A., New York University
Ph.D., University of Connecticut

Karen Connolly, *Lecturer in Education*

B.A., Ohio State University
M.A., Fairfield University

Anthony Costa, *Assistant Professor*
of Education

*Coordinator, Undergraduate Program in
Secondary Education*
B.S., M.A., Southern Connecticut State
College
C.A.S., Fairfield University

William L. Curnin, *Lecturer in Education*

B.S.S., M.A., Fairfield University
M.A.L.S., Wesleyan University

Margaret C. Deignan, *Associate Professor*
of Education

Director, Special Education
A.B., M.A., Marywood College
Ph.D., Yeshiva University

Thomas deTullio, *Lecturer in Education*

*Coordinator of Multicultural Studies,
Bilingual School Psychology and
Bilingual Special Education*
A.B., Fairfield University
M.A., Fairfield University
Ph.D., University of Sussex

John P. Dixon, *Lecturer in Education*

B.A., Nebraska Wesleyan University
M.A., University of Connecticut
Ph.D., University of Connecticut

Robert Dubroff, *Associate Professor*
of Education

B.A., Brooklyn College
M.A., Ph.D., New York University

Clifford Emanuelson, *Lecturer in Education*

B.S., M.A., Springfield College

David W. Engstrand, *Lecturer in Education*

B.S., M.S., C.A.S., University of Bridgeport

William J. Garrity, Jr., *Associate Professor*
of Education

Director, Administration and Supervision
B.S., Southern Connecticut State College
M.A., Fairfield University
Ph.D., University of Connecticut

Paula J. Gaus, *Lecturer in Education*

B.A., M.A., University of Illinois
Ph.D., University of Arizona

Daniel Geller, *Associate Professor of*
Education

B.A., C.W. Post College
Ph.D., Yeshiva University

Robert H. Gillette, *Lecturer in Education*

B.A., M.A.T., Wesleyan University

June Gould, *Lecturer in Education*

B.A., Brooklyn College
M.A., University of Bridgeport

Harold Hackney, *Professor of Education*

Associate Dean, Graduate Education
B.S.Ed., West Virginia University
M.A., George Washington University
Ed.D., University of Massachusetts

Richard P. Hageman, Jr., *Lecturer*
in Education

B.S., Central Connecticut State College
M.S., Prof. Diploma, University of
Bridgeport

Mary Ann Hall, *Lecturer in Education*

B.S., Winthrop College
M.M., University of Michigan

Bill Halloran, *Lecturer in Education*

B.A., M.A., Westfield State College

Phyllis Halloran, *Lecturer in Education*

B.A., Our Lady of the Elms
M.A., Westfield State College

Ibrahim M. Hefzallah, *Professor of Education*

Co-director, Educational Media

B.S., Ein-Shams University
M.A., Ph.D., Ohio State University

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B.A., University of Bridgeport

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Ph.D., Union Graduate School

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M.S., State University of N.Y. at Buffalo
C.A.S., Fairfield University

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Ph.D., New York University

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M.Ed., Boston University
Prof. Diploma, University of Connecticut

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Director, Religious Education

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M.A., Ph.D., Catholic University of America

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Ed.D., Harvard University

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M.S., Old Dominion University
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SCHOOL OF BUSINESS

Master of Science in Financial Management

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School of Business Master of Science in Financial Management

Calendar 1985 - 86

Classes are offered on Tuesday, Wednesday and Thursday evenings and Saturday mornings and afternoons to accommodate those in the program working full-time.

FALL SEMESTER 1985

| | |
|----------------------|---------------------------------|
| August 30 | Registration deadline (by mail) |
| September 3 | Tuesday classes begin |
| September 4 | Wednesday classes begin |
| September 5 | Thursday classes begin |
| September 7 | Saturday classes begin |
| November 26-30 | Thanksgiving Recess |
| December 10 | Tuesday classes end |
| December 11 | Wednesday classes end |
| December 12 | Thursday classes end |
| December 14 | Saturday classes end |

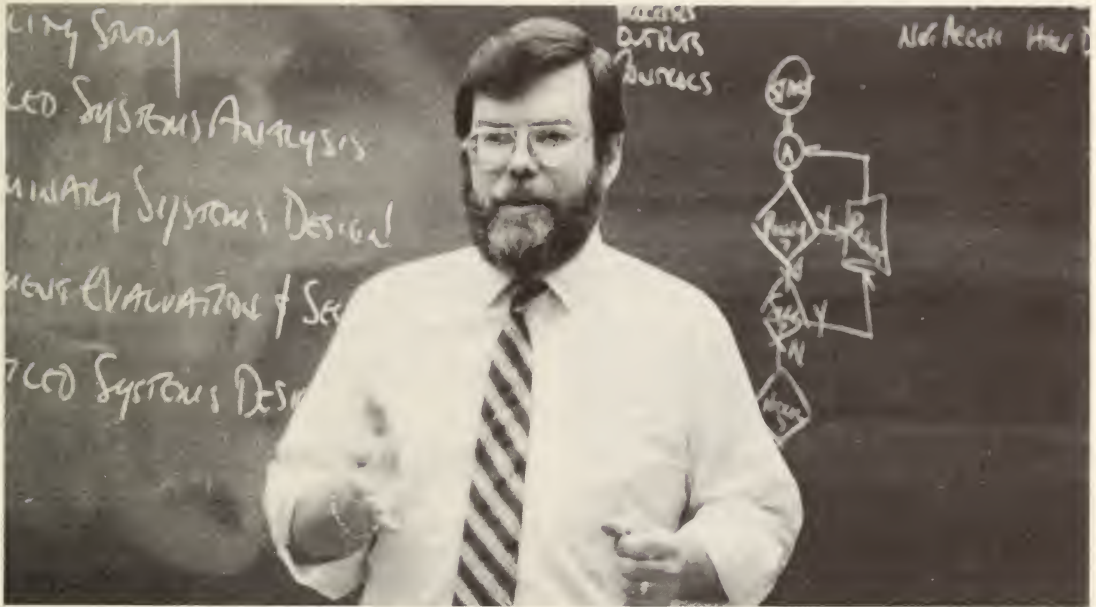
SPRING SEMESTER 1986

| | |
|-------------------|---------------------------------|
| January 10 | Registration deadline (by mail) |
| January 14 | Tuesday classes begin |
| January 15 | Wednesday classes begin |
| January 16 | Thursday classes begin |
| January 18 | Saturday classes begin |
| March 11-15 | Spring Recess |
| March 25-29 | Easter Recess |
| April 29 | Tuesday classes end |
| April 30 | Wednesday classes end |
| May 1 | Thursday classes end |
| May 3 | Saturday classes end |
| May 18 | Commencement |

SUMMER SESSION 1986

To be scheduled

A Message from the Dean



The Master of Science in Financial Management program in the School of Business at Fairfield University has the objective of providing qualified, mature individuals with an opportunity to establish or to strengthen their managerial competency in the area of corporate financial management. The program is designed to meet the needs of the corporate community for middle-management personnel by providing a broad understanding of the role of financial management in the corporate environment. It provides specific training in the techniques appropriate to this particular management function.

The program, therefore, takes as its focus the corporation, its objectives and strategies. Although not designed to prepare individuals for careers in the financial markets and institutions per se, the program is of value to those engaged in those activities. Those entering the specific field of financial management, as well as those already employed in the field, will benefit.

The Committee on Graduate Admissions seeks a balance among those enrolled in the

program between students holding undergraduate degrees in business and those whose degrees were earned in other areas. The essential quality for admission is evidence of academic achievement and a strong interest in a career in financial management.

The Certificate Program for Advanced Study in Finance is offered to provide an opportunity for qualified professionals to enhance their competency and update their skills in the area of corporate financial management. The program, available to those with a Master of Business Administration degree or a Master of Science degree in a business specialty, is designed to provide a complete integration to the theory and practice of contemporary corporate finance.

We welcome your interest in either of these two programs.

R. Keith Martin
Dean

The School

The School of Business is the most recent of Fairfield's colleges. As the reputation for the former Department of Business Administration grew, the number of students and the diversity of course offerings became so extensive that, in 1978, the University founded a separate School of Business. There are now 1,000 full-time undergraduate students in the School.

The status of Fairfield County as the fastest-growing corporate headquarters area in the United States — a strong stimulus to ambitious young people with business career goals — was an added impetus to the founding of the School of Business. This concentration of corporate activity continues to provide students with an external environment that is supportive of their educational pursuits.

A further impetus was the establishment on campus of the Center for Financial Studies, a conference center for management education. A principal user of the Center is the National Council of Savings Institutions. Fairfield University, through its Management Training Institute, has the opportunity for substantial use of this center, which also provides the School of Business with an outstanding facility for presenting a variety of executive-level programs and seminars.

In January 1981, in response to a stated need by the business community within the Fairfield area, the School of Business began its Master of Science in Financial Management program.

Admission Criteria

Students who hold a Bachelor's degree in any field from an accredited college or university and who have demonstrated their ability or potential to do high quality academic work are encouraged to apply.

Consistent with normal requirements of the American Assembly of Collegiate Schools of Business, the criteria for admission to the pro-

gram will be an appropriate undergraduate grade point average and an appropriate score on the Graduate Management Admission Test (GMAT).

The formula score for admission is, generally, 1100, arrived at by multiplying the applicant's undergraduate grade point average by 200 and adding that product to the GMAT score. As a practical matter, this will mean in most cases an undergraduate grade point average of at least 3.0.

In addition, the admission process will require complete official transcripts of all undergraduate work, two letters of recommendation and a self-evaluation of work experience.

A Committee on Graduate Admissions will review all applications and select those who will be accepted into the program.

Admission Procedure

The following items must be on file with the Committee on Graduate Admissions of the School of Business before an applicant may be considered for admission.

- 1) a completed Application for Admission form
- 2) a \$25 application fee payable to Fairfield University
- 3) a statement of self-evaluation of work experience or career objectives
- 4) an official copy of transcripts of all previous college or university work
- 5) completed recommendation forms from two references (one recommendation normally should be from a faculty member and one from a present or former employer)
- 6) a score for the Graduate Management Admission Test

The applicant should submit items 1 through 3 directly to the Committee on Graduate Admissions and arrange for items 4 through 6 to be submitted to the Committee.

Note: Students from non-English speaking countries are required to submit a Test of English as a Foreign Language (TOEFL) Score Report. Details of the test are available from any U.S. Embassy or information office or from Educational Testing Service.

The Graduate Management Admission Test

The Graduate Management Admission Test (GMAT), offered by Educational Testing Service (Box 966-R, Princeton, NJ 08541), is a test of aptitude rather than a test of business knowledge per se. The test, offered four times each year, examines candidates in two areas, verbal and quantitative. A score is earned in each area and the scores are added together for a total GMAT score which ranges between 200 and 800. The actual required score for admission of an individual candidate into the program depends upon the cumulative grade point average earned in undergraduate work.

Tuition and Fees

The schedule of tuition and fees follows:

| | |
|--|----------|
| Application for admission (not refundable) | \$ 25.00 |
| Registration, per semester | 15.00 |
| Tuition per semester hour | 185.00 |
| Computer Lab Fee | 20.00 |
| Late registration (Additional) | 25.00 |
| Change in individual course | 10.00 |
| Deferred Examination | 10.00 |
| Qualifying Examination | 25.00 |
| Transcript | 2.00 |
| Commencement Fee (Required of all degree recipients) | 50.00 |

Tuition and fees are payable at registration.

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary. A service charge of 1% on the unpaid balance may be made monthly on any balances remaining.

All checks are to be made payable to Fairfield University. Any unusual arrangements, e.g., company reimbursement, Veterans Administration payments, and government payments, must be made prior to registration.

Students must pay all tuition and fees on the day of registration, even if they are eligible for company reimbursement. The only exception

will be if a student has a letter from a company stating that the company will pay Fairfield University directly for the course(s). Letters from companies stating that they will reimburse the student or the University upon satisfactory completion of the course cannot be accepted as a reason for deferring the payment of tuition and fees.

Foreign students who are admitted must make known to the University the source of their financial support for their University education. They will be expected to make payment of a full year's tuition, fees, and room and board before their certificate of eligibility (Form I-20A) is issued.

Student accident and health insurance coverage is available to full-time graduate students. For further insurance information, students should contact the Dean of Students, Loyola Hall, Room 100.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the University have been met.

For the tuition refund policy, see page 7.

Financial Assistance

Through the generosity of several corporations a number of scholarships have been made available to students in the program. The corporate sector has, over the years, established an outstanding tradition of philanthropy, and Fairfield University and its School of Business are pleased to be a beneficiary of that tradition and commitment. Students may apply for financial assistance to the Dean after having been accepted into the program.

General Regulations

Student Programs

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether or not the prerequisites set forth for the program (i.e., the subject matter contained in the Core courses) have been met.

Time

Students are to complete all requirements of the program within five years after beginning their course work. Each student is expected to make some annual progress toward the degree in order to maintain status in good standing.

A student who elects to take a leave of absence must submit a request, in writing, to the Dean.

Grades

The work of each student is graded on the following basis:

- A Excellent
- B Good
- C Fair
- F Failed
- I Incomplete
- W Withdrew without penalty

The symbol + suffixed to the grades of B and C indicates the upper ranges covered by those grades. The symbol – suffixed to the grades of A, B and C indicates the lower ranges covered by those grades.

A student who elects to withdraw from a course must do so in writing to the Dean. Refunds will not be granted without a written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled. (See Refund of Tuition, page 7.)

Academic Average

Each grade has a numerical value, as follows: A = 4; A– = 3.67; B+ = 3.33; B = 3.00; B– = 2.67; C+ = 2.33; C = 2.00; C– = 1.67; F = 0. When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the second decimal place.

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance.

Candidates for the master's degree must maintain a 3.0 average.

Probation

A student whose overall average falls below 3.0 in any semester is placed on probation for the following semester. If the overall average is again below 3.0 at the end of that semester, the student may be dropped from the School.

Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to enrolling at Fairfield.

No more than six credits may be transferred, and they must be appropriate to the student's present program. An official transcript of the work done must be received before a decision will be made on approving the transfer. *The student makes application for this transfer of credit on a form provided by the Dean's Office.* No transfer of credit will be considered until 12 semester hours of the student's program have been completed at Fairfield University. Although no credits for C courses may be transferred toward a degree, courses in which C grades were earned may, at the discretion of the Dean, be used for waiving Core courses.

Certificate Program for Advanced Study in Finance

The Program

The Certificate Program for Advanced Study in Finance provides an opportunity for qualified professionals to enhance their competency and update their skills in the area of corporate financial management. The program is available to individuals with a Master of Business Administration degree or a Master of Science degree in a business specialty.

The 15-credit program is designed to provide a complete integration to the theory and practice of contemporary corporate finance. It is suitable for the working professional whose responsibilities are currently or expected to be financial in nature or for those outside of the finance area who desire to understand financial thinking in order to compete effectively in the corporate marketplace. The program can be of benefit even to those who only recently graduated from a Master's program because the field of finance is rapidly evolving and survey evidence indicates that corporations are becoming increasingly sophisticated in their applications of financial theory.

Admission Criteria and Procedure

Students who hold a Master of Business Administration degree or Master of Science degree in a business specialty, who have professional experience and who have demonstrated their ability to do high quality academic work are encouraged to apply.

The following items must be on file with the Committee on Graduate Admissions of the School of Business before an applicant may be considered for admission:

- 1) a completed Application for Admission form
- 2) a \$25 application fee payable to Fairfield University
- 3) a recent resume
- 4) an official copy of transcripts of all undergraduate and graduate work.

The applicant should submit items 1 through 3 directly to the Committee on Graduate Admissions and arrange for item 4 to be submitted to the committee.

Tuition and Fees

Tuition and fees and the conditions pertaining to them are identical to the schedule of the Master of Science in Financial Management program (see page 115).

Student Programs, Time and Academic Standards

The program requires completion of Corporate Financial Theory, BU 500, and four additional courses selected from the Area of Specialization for a total of 15 credits. All programs of study are planned, considering the interests and goals of the participant, with the Director of the Graduate Program.

Candidates for the certificate are to complete all requirements of their program within three years after beginning their course work. They are expected to make some annual progress toward the certificate in order to maintain status in good standing. A candidate who elects to take a leave of absence must do so in writing to the Dean.

Grades and academic average computation are identical to the statement of the Master of Science in Financial Management Program (see page 116). Certificates are awarded to candidates who complete their programs with at least a 3.0 overall average.

The Program

The Master of Science in Financial Management program consists of a *Core* and an *Area of Specialization*. The Core courses are intensive introductions to the subject areas which would have been covered if a student had earned a B.B.A. or B.S. degree in a business major at the undergraduate level. Therefore, many students admitted to the program may be able to waive selected Core courses on the basis of previous course work or upon the successful completion of a written qualifying examination.

Core Courses

Credits

| | | |
|--------|--|---|
| BU 400 | Managerial Accounting | 3 |
| BU 405 | Introduction to Accounting | 3 |
| BU 410 | Managerial Economics | 3 |
| BU 415 | Mathematics for Business Decisions | 3 |
| BU 420 | Statistical Analysis | 3 |
| BU 430 | Operations Decisions Research | 3 |
| BU 440 | Information Systems | 3 |
| BU 450 | Marketing Management | 3 |
| BU 460 | Legal and Social Environment of Business | 3 |
| BU 470 | Organizational Behavior | 3 |

A minimum of 30 credits in the Area of Specialization are required to earn the Master of Science in Financial Management degree.

Area of Specialization Courses

Credits

| | | |
|---------|---|---|
| *BU 500 | Corporate Financial Theory | 3 |
| *BU 505 | Case Problems in Corporate Financial Theory | 3 |
| BU 510 | Management Science and Applied Forecasting | 3 |
| BU 520 | Capital Budgeting | 3 |
| BU 525 | Working Capital Management | 3 |
| *BU 530 | Monetary and Fiscal Policy | 3 |
| BU 535 | Corporate Tax Policy | 3 |
| BU 540 | Investment Analysis | 3 |
| BU 545 | Portfolio Analysis | 3 |
| *BU 550 | International Financial Management | 3 |
| BU 555 | International Business Operations | 3 |
| *BU 560 | Financial Markets and Institutions | 3 |
| BU 570 | Organizational Theory and Problems | 3 |
| BU 580 | Financial Communications: Internal and External | 3 |
| BU 585 | Seminar in Contemporary Finance Topics | 3 |

Research Seminar

| | | |
|---------|--------------------------|---|
| *BU 590 | Research Seminar: Thesis | 6 |
|---------|--------------------------|---|

*Required of all students in the Master of Science program.

Course Descriptions

All courses listed in the Financial Management catalogue are for three graduate credits.

The Core courses are as follows:

BU 400 Managerial Accounting

An examination of the ways by which financial data are used for planning and control decisions. (Prerequisite: BU 405 or equivalent)

BU 405 Introduction to Accounting

An examination of basic concepts and tools of analysis necessary for the collection, recording, quantification and reporting of financial events.

BU 410 Managerial Economics

An examination of microeconomic theory as applied to the firm. Topics include: theory of demand and price, theory of production and firm costs, competitive and imperfect markets, utility theory and the economics of uncertainty.

BU 415 Mathematics for Business Decisions

An examination of mathematical concepts and techniques that are relevant for business applications. The course covers matrix algebra and basic differential and integral calculus.

BU 420 Statistical Analysis

An examination of modern statistical methods preparing the student to understand, utilize and make a variety of relevant analyses of business data. Topics include descriptive statistics and elements of probability theory; the major discrete and continuous probability distributions; methods of estimation; development and tests of hypotheses; linear and multiple regression; simple non-parametric tests; analysis of variance and introduction to experimental designs.

BU 430 Operations Decisions Research

An examination of the methods for developing decisions, including the identification of the decision, the interaction between the decision

and its environment, and the measurement of the result of the decision. Considerable emphasis will be placed on the research techniques that facilitate the decision-making process. Quantitative methods will be examined including Bayes Theorem, decision trees, the expected value of perfect information, uncertain payoffs and subjective probabilities. (Prerequisite: BU 420 or equivalent)

BU 440 Information Systems

An examination of techniques for determining the information needs of the financial manager and for developing the systems whereby that information is available to the manager at the time required, in a format desired and at a cost that is reasonable.

BU 450 Marketing Management

An examination of analytical and managerial techniques as applied to the marketing function. Emphasis is on the development of a conceptual framework necessary to plan, organize, direct and control the product, promotion, distribution and pricing strategies of the firm. Consideration is also given to the way marketing relates to other units within the firm.

BU 460 Legal and Social Environment of Business

An examination of the responsibility of business for the public health and welfare, as expressed in the major developments in the law over the past half-century. The course includes: an introduction to the legal system as it expresses various social, ethical and political norms; and common law and regulatory controls in such areas as consumer protection, unfair trade practices, workplace safety, environmental protection and fair employment practices. Students will consider current ethical and moral dilemmas that confront both managers and public officials in each of these areas.

BU 470 Organizational Behavior

An examination of micro-level organizational behavior theories as applied to organizational settings. Topics such as motivation, leadership, job design, interpersonal relations, group dynamics, communication processes, organizational politics, career development and strategies for change at the individual and group levels will be covered. An experiential format will be utilized to provide students with a simulated practical understanding of these issues in their respective work organizations.

Courses in the *Area of Specialization* are as follows:

BU 500 Corporate Financial Theory

An examination of contemporary financial theory as applied to the corporation within the existence of efficient capital markets. Consideration is given to utility theory, mean-variance theory, the Modigliani-Miller theory and option pricing theory. (Prerequisites: BU 405, 410, 415 and 420 or their equivalents)

BU 505 Case Problems in Corporate Financial Theory

An examination and application of the principles developed in Corporate Financial Theory (BU 500) to specific financial problems. The objective is a complete integration to the theory and practice of finance, using case studies. (Prerequisite: BU 500)

BU 510 Management Science and Applied Forecasting

An examination of the construction and use of mathematical models and forecasting techniques. Linear programming, simulation and decision making under uncertainty will be covered in detail. The classical methods of time-series forecasting will be presented. The emphasis will be placed upon practicality and will have extensive computer support. (Prerequisites: BU 415 and 420 or their equivalents)

BU 520 Capital Budgeting

An examination of the decision methods employed regarding long-term asset investment. The course includes the study of quantitative methods used in the capital budgeting process — simulation, mixed integer programming and goal programming. The student will

use these techniques and supporting computer software to address questions raised in case studies. (Prerequisite: BU 500)

BU 525 Working Capital Management

An examination of the theory and practice of management of current assets and current liabilities. Topical coverage includes cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. (Prerequisites: BU 405 and 420 or their equivalents)

BU 530 Monetary and Fiscal Policy

An examination of Keynesian, Monetarist and Rational Expectations theories of the role of money in the economy, the study of monetary policy goals and their implementation. An examination of federal government fiscal functions and budgets in terms of equity, efficiency and stabilization.

BU 535 Corporate Tax Policy

An examination of the concepts of taxation with particular emphasis on the corporate sector. Topical coverage includes the formation, operation, reorganization and liquidation of corporations under Federal Tax Law. (Prerequisite: BU 405 or equivalent)

BU 540 Investment Analysis

An examination of the determinants of valuation for bonds, stocks, options and futures. The functions of efficient capital markets are stressed in developing the return-risk trade-offs essential to the valuation process. (Prerequisites: BU 405 and 420 or their equivalents)

BU 545 Portfolio Analysis

An examination of how individuals and firms allocate and finance their resources through time between risky and riskless assets to maximize utility. An overall model is examined that provides the sense that the portfolio process is both dynamic and adaptive. Consideration is given to: portfolio planning, investment analysis, portfolio selection, portfolio evaluation and portfolio revision. (Prerequisites: BU 415 and 420 or their equivalents)

BU 550 International Financial Management

An examination and analysis of the balance of payments, the foreign exchange market, adjustments under fixed exchange rates, exchange controls and the operation of fluctuating exchange rates. Other topics include the criteria for and measurement of the adequacy of international liquidity, legal requirements which cause differences in accounting systems, controls peculiar to multinational companies and proposals for international monetary return.

BU 555 International Business Operations

An examination of the operational strategies applicable to international business in the context of the environmental forces governing the global economy. The principles and tools of analysis for evaluation of opportunities and threats in international markets are discussed, comprising assessment of the world economic environment by stage of development, the incidence of political risk, the impact of socio-cultural trends and other environmental issues relevant for international trade and investment strategies. On the basis of environmental analysis, the course reviews development of functional strategies in the areas of marketing, finance, organization and production for international business operations.

BU 560 Financial Markets and Institutions

An examination of financial markets in the context of their function in the economic system. The material will deal with the complexity of the financial markets and the variety of financial institutions that have developed. The dynamic nature of the financial world, which is continually evolving, will be stressed. (Prerequisite: BU 530)

BU 570 Organizational Theory and Problems

An examination of macro-level organizational behavior theories as applied to organizational settings. Topics such as goals, bureaucracy, organizational growth, the differences between organizational structures (functional, product, matrix designs), the relationship between strategy, structure and the external environment will be covered. Implications for managers in terms of decision-making processes, intergroup relations, interdepartmental power and politics, and

strategies for organizational change will be discussed. (Prerequisite: BU 470 or equivalent)

BU 580 Financial Communications: Internal and External

An examination of the analysis and interpretation of financial statements, their use internally for planning and control purposes, and externally by investors, creditors and regulatory agencies. Financial statements are reviewed to determine measures of liquidity, solvency, capital structure, return on investments and operating performance. (Prerequisite: BU 405 or equivalent)

BU 585 Seminar in Contemporary Finance Topics

An examination of recent practitioner and academic literature in various areas of finance. Topics will vary each semester to fit the interests of the seminar participants. Guest speakers will be invited as appropriate. (Prerequisite: BU 500)

BU 590 Research Seminar: Thesis

The Research Seminar is the culmination of the Master of Science in Financial Management program. The master's thesis, the formal product of the seminar, is a scholarly application of integrated knowledge achieved during the student's program.



Faculty

Hanuman D. Agrawal, *Assistant Professor of Finance*

B. Com., University of Rajputana; M.B.A., City University of New York; Ph.D., New York University.

Marvin Berkowitz, *Associate Professor of Management and Marketing*

B.A., B.S., Rutgers University; Dip. Ed., University of East Africa; Ph.D., Columbia University.

Gerald O. Cavallo, *Associate Professor of Marketing*

B.B.A., Pace College; M.B.A., Columbia University; M.B.A., Ph.D., City University of New York.

Thomas E. Conine, Jr., *Associate Dean, School of Business; Associate Professor of Finance*

B.S., University of Connecticut; M.B.A., M. Phil., Ph.D., New York University.

Edward J. Deak, Jr., *Professor of Economics*

A.B., M.A., Ph.D., University of Connecticut.

Robert L. DeMichiell, *Associate Professor of Information Systems*

B.S., United States Coast Guard Academy; M.S., Ph.D., University of Connecticut.

Benjamin Fine, *Professor of Mathematics*

B.S., Brooklyn College; M.S., Ph.D., Courant Institute, New York University.

Oscar W. Jensen, *Associate Professor of Quantitative Analysis*

B.S.E.E., University of Connecticut; M.S.E.E., University of California at Los Angeles; Ph.D., University of Connecticut.

Hari Kapadia, *Vice President of Investment Information Processing, Wright Investors' Service*

B.A. (Hons.), M.A., M.S., University of Baroda, India; M.B.A., University of Bridgeport; C.F.A.

Lucy Katz, *Assistant Professor of Business Law*

B.A., Smith College; J.D., New York University.

Robert W. Kravet, *Assistant Professor of Accounting and Finance*

A.B., Southern Connecticut State College; B.S., University of New Haven; M.S., University of Massachusetts; C.P.A., Connecticut.

Philip J. Lane, *Assistant Professor of Economics*

B.A., Providence College; M.A., Northeastern University; Ph.D., Tufts University.

Gerald P. Madden, *Associate Professor of Finance*

B.S., St. Joseph's University; M.B.A., Temple University; Ph.D., Pennsylvania State University.

Lisa A. Mainiero, *Assistant Professor of Management*

B.A., Smith College; M.A., M.Phil., Ph.D., Yale University.

R. Keith Martin, *Dean, School of Business; Professor of Accounting and Information Systems*

A.B., Whitman College; M.B.A., City College of New York; Ph.D., University of Washington; P.E., California; CDP.

Krishna Mohan, *Associate Professor of Marketing*

A.B., University of Delhi; M.A., University of Madras; Ph.D., University of Wisconsin.

Suzanne Page, *Assistant Professor of Finance*

B.S., University of Alabama; M.S., Ph.D., University of Illinois.

Walter G. Ryba, Jr., *Associate Professor of Management and Business Law*

A.B., Dartmouth College; M.A., Trinity College; J.D., University of Connecticut.

Mark T. Shanley, *Instructor of Management*

B.S.F.S., Georgetown University; M.A.S., University of Pennsylvania.

Robert J. Torello, *Assistant Professor of Quantitative Analysis and Finance*

B.A., University of Connecticut; M.S., Southern Connecticut State College; M.B.A., University of New Haven.

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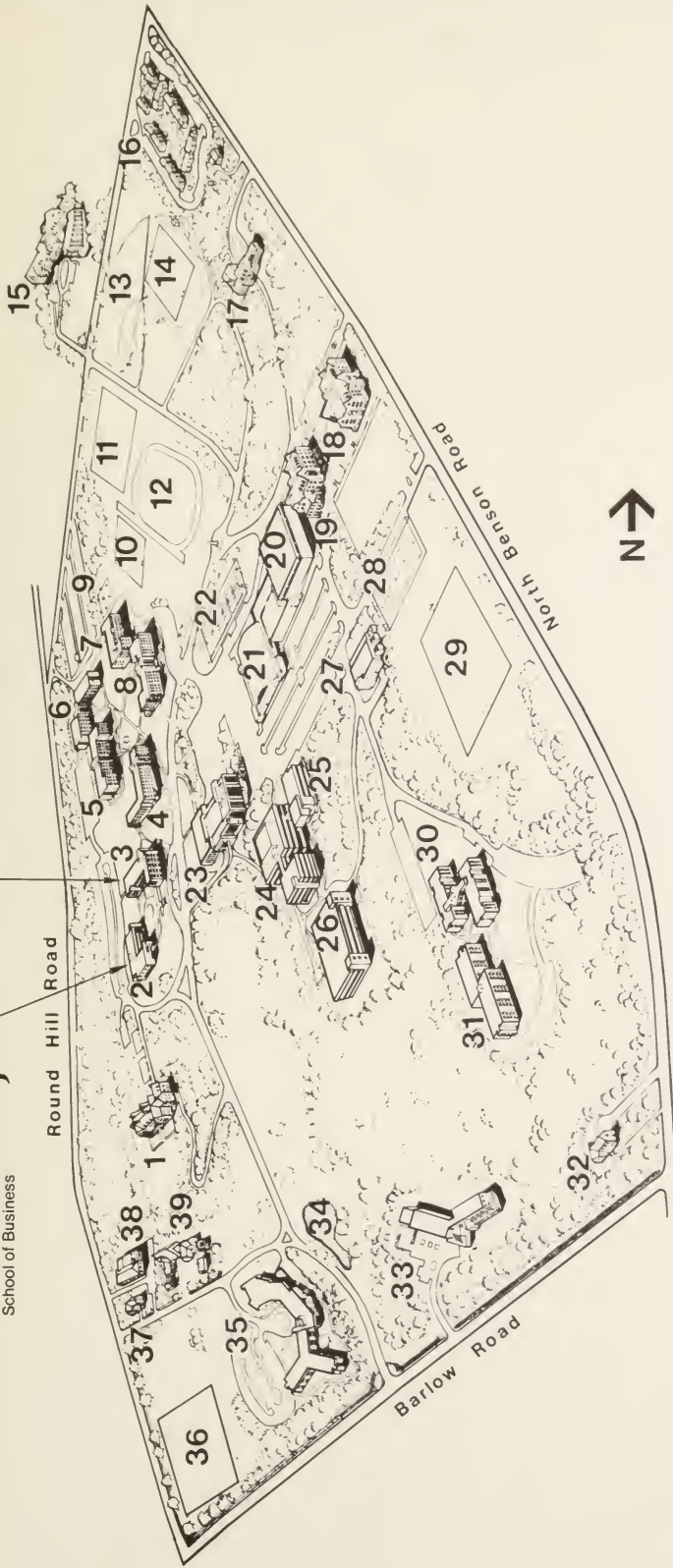


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